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ED 127 414-128 546

RESOURCES IN EDUCATION

A monthly abstract journal announcing recent report literature related to the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/ National Institute of Education

Organization of Journal. **RESOURCES IN EDUCATION** is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

Subject
Author
Institution

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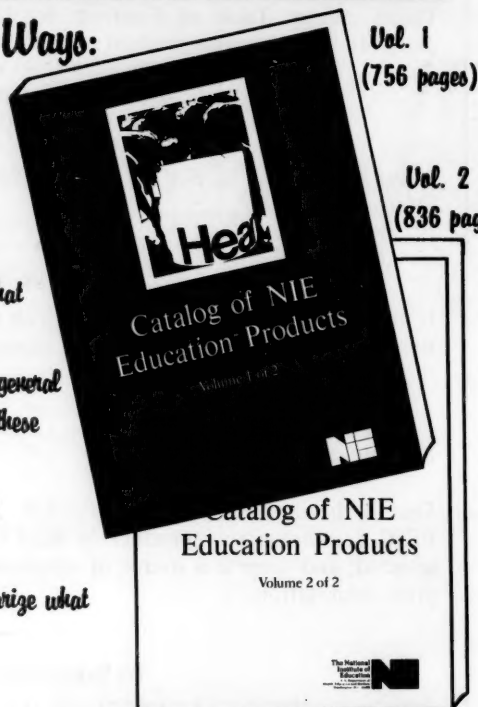
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Volume 12 Number 1 January 1977

Resources in Education

ED 127 414-128 546

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Introduction

Resources in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

DOCUMENT SECTION

SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date published.

Contract or Grant Number—only NIE or USOE contracts or grants are recorded.

Alternate source for obtaining documents.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS", other sources are cited above.

ED 654 321

56

CE 123 456

Smith, John D. Johnson, Jane

Career Education for Women

Central Univ., Chicago, Ill.

Spons. Agency—National Inst. of Education

(DHEW), Washington, D. C.

Report No.—CU-2081-S

Pub Date May 73

Contract—NIE-C-73-0001

Note—129p.; Presented at the National Conference on Career Education (3rd, Chicago, Ill., May 15-17, 1973)

Available from—Campus Bookstore, 123 College Ave., Chicago, Ill. 60690 (\$3.25)

EDRS PRICE MF-\$0.75 HC-\$6.60 plus postage

Descriptors—*Career Opportunities, Career Planning, Careers, *Demand Occupations, *Employment Opportunities, Females, Labor Force, Labor Market, *Manpower Needs, Occupational Aspiration, Occupational Guidance, Occupations, Vocational Counseling, *Working Women

Identifiers—Consortium of States, *National Occupational Competency Testing Institute, Illinois

Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).*

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus of ERIC Descriptors*.

Informative Abstract.

Abstractor's initials.

*The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V, Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

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CG—Counseling and Personnel Services	16-25	RC—Rural Education and Small Schools	99-108
CS—Reading and Communication Skills	25-38	SE—Science, Mathematics, and Environmental Education	108-117
EA—Educational Management	38-48	SO—Social Studies/Social Science Education	117-126
EC—Handicapped and Gifted Children	48-54	SP—Teacher Education	127-137
FL—Languages and Linguistics	54-63	TM—Tests, Measurement, and Evaluation	137-153
HE—Higher Education	63-72	UD—Urban Education	153-166
IF—Information Resources	72-85		
JC—Junior Colleges	85-92		

CE

ED 127 414 CE 005 656

Gutmanis, Ivars And Others

Study of Manpower Requirements by Occupation for Alternative Technologies in the Energy-Related Industries, 1970-1990. Volumes I, IIA, and IIB.

National Planning Association, Washington, D.C.
Spons Agency—National Science Foundation, Washington, D.C.

Report No.—FEA/B-75/387; FEA/B-75/388; FEA/B-75/390

Pub Date Aug 74

Contract—FEA-C-03-50232-00

Grant—NSF-GR-32464

Note—660p.; Volume II B was not sent to the Clearinghouse; For related document, see ED 114 538

Available from—National Technical Information Service, Springfield, Virginia 22151 (Volume 1, PB-243-474, MF \$2.25, HC \$8.50; Volume 2 A, PB-243-475, MF \$2.25, HC \$7.25; Volume 3, PB-243-477, MF \$2.25, HC \$7.00; Paper copy of the set of four reports is available as PB-243-473-SET at \$28.00)

Document Not Available from EDRS.

Descriptors—*Construction Industry, *Employment Projections, *Energy, Energy Conservation, Fuels, Futures (of Society), *Industry, *Manpower Needs, Petroleum Industry, Planning, Prediction, Technological Advancement, Trend Analysis

The report presents the methodology used by the National Planning Association (NPA), under contract to the Federal Energy Administration (FEA), to estimate direct labor usage coefficients in some sixty different occupational categories involved in construction, operation, and maintenance of energy facilities. Volume 1 presents direct labor usage coefficients estimated from industry surveys and also a detailed breakout and recapitulation by occupation and energy sector, of the computed total direct labor requirements based on the NPA coefficients and activity levels specified in a trail FEA scenario for energy development through 1977, 1980, and 1985. Volume 2 part A contains coefficients for the following industries: petroleum, natural gas, nuclear energy, and synthetic fuels. Volume 3 presents a comparison of direct labor usage coefficients for construction and operation and maintenance of energy activities estimated from industry surveys by the NPA with coefficients estimated by task forces established by the FEA for its Project Independence Report of November 1974. (NTIS)

ED 127 415 CE 005 896

Placement and Follow-Up in the Vocational Rehabilitation Process. Ninth Institute on Rehabilitation Services.

Kentucky State Dept. of Education, Frankfort. Bureau of Rehabilitation Services.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Report No.—SRS-25007-001

Pub Date May 71

Grant—SRS-25007

Note—153p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-243-209; MF \$2.25, HC \$6.25)

Document Not Available from EDRS.

Descriptors—Employment Counselors, Employment Practices, Employment Programs, *Guidelines, *Job Placement, Program Improvement, *Rehabilitation Programs, *State of the Art Reviews, *Vocational Counseling, *Vocational Rehabilitation

The report was prepared to increase awareness of the importance and nature of the placement process, to review current practices in placement and followup, and to provide guidelines to assist rehabilitation counselors in improving the delivery of placement and followup services. (NTIS)

ED 127 416 CE 005 928

A Follow-Up Study of Closed Vocational Rehabilitation Cases.

National Analysts, Inc., Philadelphia, Pa.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.—SRS-06954-001

Pub Date Jun 74

Grant—SRS-06954

Note—172p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-243-001; MF \$2.25, HC \$6.25)

Document Not Available from EDRS.

Descriptors—*Cost Effectiveness, Employment Level, *Employment Programs, *Followup Studies, Job Placement, Job Training, *Program Effectiveness, Program Evaluation, Success Factors, Vocational Counseling, Vocational Education, *Vocational Rehabilitation

The study consists of a followup survey of about 4,000 recipients of vocational rehabilitation (VR) services in six States over a three year period (1967-69). The objectives were (1) to describe employment levels of VR cases after closure, (2) to conduct cost/benefit analyses of services provided, and (3) to identify salient characteristics associated with successful rehabilitants at

the time of application. Data are based on personal interviews, case files, and records of service dollar expenditures. (NTIS)

ED 127 417 CE 006 899

Yoder, Dale And Others

OMU Organization and Personnel. Evaluation of the Marine Corps Task Analysis Program. Technical Report No. 6.

California State Univ. Foundation, Los Angeles. Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date Oct 75

Contract—N00014-74-A-0436-0001

Note—70p.; For related documents see CE 007 018, 007 021, 007 017, 007 147, and 007 662

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Improvement Programs, Manpower Utilization, *Military Organizations, *Organizational Development, *Organizational Effectiveness, Personnel Evaluation, *Program Evaluation, Staff Improvement, Task Analysis

Identifiers—Marine Corps

The basic mission of the Office of Manpower Utilization (OMU) of the U.S. Marine Corps is to conduct Task Analyses of Marine Corps Occupational Fields. In its desire to maximize its effectiveness, OMU requested an independent evaluation of its program. This report summarizes studies and results of part of that evaluation, Research Area 5, "OMU Organization and Personnel," one of eight research areas into which the study was divided. The basic tasks of Research Area 5 were to discover, describe, and evaluate OMU policies and procedures relative to organization, task analysis, team assignment and structure, and team member procurement; identify indications of less than optimal performance and alleged deficiencies; design and evaluate experimental alternatives and/or modifications; summarize problem areas and report findings from experiments; identify and evaluate options in change and prepare recommendations for action. This report is a frank discussion of methods and phases of the study, findings, changes that occurred as a result of feedback during the study, and recommendations for future actions. Organizational structure at the beginning and end of the research are shown. (Author/WL)

ED 127 418 CE 007 017

Farrell, William T. And Others

Guidelines for Research Planning and Design in Task Analysis. Evaluation of the Marine Corps Task Analysis Program. Technical Report No. 4.

California State Univ. Foundation, Los Angeles.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date Sep 75

Contract—N00014-74-A-0436-0001

Note—34p.; For related documents see CE 007 018, 007 021, 007 147, 007 662, and 006 899

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Guidelines, *Research Design, *Researchers, Research Methodology, *Research Skills, *Task Analysis

Identifiers—Marine Corps

This report focuses upon Task Analysis as research. It is based upon the fact that the Task Analysis program conducted by the Office of Manpower Utilization (OMU) involves purposive, systematic investigations and analyses in order to prepare reports of findings that will be useful and influential in Marine Corps planning, policy determination, and management. Guidelines are presented for the planning and design of OMU's projects so that they will justify proper respect and credibility and thereby achieve maximum impact and value. Principles and procedures are outlined so that each Task Analysis project can be planned, designed and conducted in a manner consistent with recognized criteria of dependable scientific research. The main emphasis of the report is upon research planning and design. The main topics are statement of the research problem—hypothesis; contribution of theory; operationalizing the research; determining sample size; collecting the data; analyzing the data, with emphasis upon cluster analysis; and the research report. (Author/WL)

ED 127 419

CE 007 018

Kurliff, Arthur H. And Others

Training Guide for Observation and Interviewing in Marine Corps Task Analysis. Training Manual III. Evaluation of the Marine Corps Task Analysis Program. Technical Report No. 2.

California State Univ. Foundation, Los Angeles.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date Aug 75

Contract—N00014-74-A-0436-0001

Note—58p.; For related documents see CE 007 021, CE 007 017, CE 007 147, CE 007 662, and CE 006 899

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Interviews, Job Analysis, Job Training, *Observation, Personnel Management, Researchers, *Research Skills, *Skill Development, *Task Analysis

Identifiers—Marine Corps

This training guide has been developed for use by staff members of the U.S. Marine Corps, Office of Manpower Utilization in their preparation for Task Analysis projects, the first step in a research program aimed at increasing the effectiveness of the Marine Corps' manpower management program. The guide is designed to provide basic orientation to Task Analysis and detailed suggestions for carrying out the entire observation and interview phase of the Task Analysis process. The background of experience in job analysis is described in terms of the most common methods and their advantages and limitations. Special attention is directed to requirements of reliability and validity and to recommended procedures for meeting these requirements. To ensure the quality of findings in Task Analysis studies of Marine Corps Occupational Fields, specific recommendations are given for all major steps in the data-gathering process including improving interviews by checking questions, building respondent motivation, developing listening ability, managing the interview, and improving both observation and the recording of information. (Author/WL)

ED 127 420

CE 007 021

Hemphill, John M., Jr. Yoder, Dale

Management Auditing. Evaluation of the Marine Corps Task Analysis Program. Technical Report No. 5.

California State Univ. Foundation, Los Angeles.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date Sep 75

Contract—N00014-74-A-0436-0001

Note—32p.; For related documents see CE 007 018, CE 007 017, CE 007 147, CE 007 662, and CE 006 899

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Administrative Organization, Efficiency, Evaluation, Management, *Military Personnel, *Military Training, *Organizational Effectiveness, Organizations (Groups)

Identifiers—*Management Auditing, *Marine Corps, Marine Corps Office of Manpower Utilization

The management audit is described for possible application as an extension of the mission of the Office of Manpower Utilization (OMU) of the U.S. Marine Corps. The present mission of OMU is viewed as a manpower research program to conduct task analysis of Marine Corps occupational fields. Purpose of the analyses is to improve the functional areas of classification, assignment, training, grade and military occupational specialty structure, job requirements, and job validation. Major topics in this report are purpose and scope of management auditing, overview of the management audit process, comparison of the management audit with task analysis, and implications of the management audit approach for OMU. The report suggests that significant advantages could be gained by expanding the mission of the OMU so that its staff could offer management auditing service on an optional basis to occupational fields that request such assistance. Annotations of four references on management auditing are included in a selected bibliography. (Author/WL)

ED 127 421

CE 007 147

Kurliff, Arthur H. Yoder, Dale

Teamwork in Task Analysis. Training Manual V. Evaluation of the Marine Corps Task Analysis Program. Technical Report No. 9.

California State Univ. Foundation, Los Angeles.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date Nov 75

Contract—N00014-74-A-0436-0001

Note—48p.; For related documents see CE 007 018, 007 021, 007 017, 007 662, and 006 899; Figure 1 will not reproduce well due to small, broken type

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Conflict Resolution, Force Field Analysis, Management by Objectives, Organizational Change, *Organizational Development, *Task Analysis, *Team Training, *Teamwork

Identifiers—Marine Corps

This training manual provides guidelines for effective teamwork and work-team maintenance and development. It was designed for use in the Marine Corps Task Analysis program, in which staff members are organized to form a work-team whose continuing performance as an effective team is crucial for success of the project. Chapter 1, the major portion of the manual, begins with an explanation of the major obstacles to optimal team performance. Methods using the tool of intervention for diagnosing problems in work-teams are described, with an explanation of such specific techniques as goal-setting, action planning, the organization mirror, force analysis, and business games. Chapter 1 also outlines methods and techniques for achieving organizational change and improvement, with special attention to conflict resolution, role reversal, and team development. Chapter 2 explains "management by objectiveness" in teamwork. Chapter 3 discusses how use of the matrix organization may offer advantages as an alternative to the traditional organizational pyramid. Included is a 14-item annotated bibliography of books and other published materials dealing with organization maintenance, development, and teamwork. (Author/WL)

ED 127 422

CE 007 469

Peterson, Richard E. And Others

Postsecondary Alternatives to Meet the Educational Needs of California's Adults. A Feasibility Study Prepared for the California Legislature. Final Report.

California State Legislature, Sacramento. Assembly.

Pub Date Sep 75

Note—193p.

Available from—Postsecondary Alternatives Study, 1116 9th Street, Room 34, Sacramento, California 95814

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Adult Education, *Adult Learning, *Continuous Learning, Educational Administration, *Educational Alternatives, Educational

Needs, Educational Resources, *Extension Education, *Post Secondary Education

Identifiers—*California

This report explains why California should invest in the continued education of its adult citizens and recommends 17 steps as the most urgently needed investment now. The report has two main themes: First, California should increasingly conceive of providing accessible and diversified postsecondary learning alternatives to meet the educational needs of all its adult citizens. Secondly, California now has the opportunity to provide these alternatives. The introduction of the report explains the origins and progress of the Postsecondary Alternative Study which has led to the present document. Then, based on an analysis of the need for learning alternatives and an inventory of all currently existing California resources for meeting this need, Part I of the report identifies seven major unmet needs: (1) Help in the location of educational opportunities; (2) Individual assessment, counseling, and career planning services; (3) Equity for part-time students in state and institutional policies; (4) Educational programs for groups with special needs; (5) Additional off-campus or "external" upper-division and graduate programs; (6) Individualized degree-oriented learning opportunities; and (7) Certification of academic and occupational competence without the need for formal instruction. The 17 recommendations offered in Part II of the report are addressed to these priority needs. The report concludes with an appendix containing cost estimates for the new services proposed in a section of Part II. (WL)

ED 127 423

CE 007 505

Hollis, Joseph W. Hollis, Lucile U.

Career and Life Planning. Revised.

Pub Date Mar 76

Note—312p.

Available from—Accelerated Development Inc., Publication Division, P. O. Box 667, Muncie, Indiana 47305 (\$8.95 plus postage and handling)

Document Not Available from EDRS.

Descriptors—Career Awareness, *Career Exploration, *Career Planning, Class Activities, College Students, Higher Education, *Individual Development, Individualized Instruction, Instructional Materials, Occupational Guidance, Self Actualization, Textbooks, Workbooks

This combination textbook-workbook is designed to provide a sequence of experiences to help the student learn the process of career and life planning through a learning-teaching approach. Major units covered are self, world of work, gaining knowledge and skills, considering alternatives, and making, implementing, and revising decisions. These units are subdivided into topics for study with each topic discussing the purpose of the exercise and providing the student with background content, preparation sheet, and possible classroom activities. The workbook contains: (1) twenty-seven topics with a prologue to each, (2) suggested activities to enable the student to expand concepts about the topic and explore its relationship to self, (3) resources that might be used in preparing for the topic, (4) activities for students to interact with others, (5) preparation sheets for the student to summarize pertinent information, (6) sequential steps to developing a career and life plan and for considering alternate plans, (7) evaluative criteria for considering whether or not to revise the plan based upon new or additional information as it becomes available. (TA)

ED 127 424

CE 007 507

Glancy, Keith E.

1975 Status Report on the Continuing Education Unit. Survey Summary.

Pub Date Jan 76

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrative Policy, *Adult Education, Colleges, *Continuing Education Units, Credits, National Surveys, *School Surveys, Universities, *University Extension

Identifiers—ACHE, Association for Continuing Higher Education, National University Extension Association, NUEA, United States

Questionnaires on the Continuing Education Unit (CEU) were sent to representatives of all the member institutions of the National University Extension Association (NUEA) and the As-

sociation for Continuing Higher Education (ACHE). From the 359 questionnaires distributed, responses were received from 216 institutions or branch campuses, a 60% return. Of these, 160 were from universities, 38 from colleges, and the remaining 18 from community colleges. Responses came from institutions in 47 states and the District of Columbia. Findings revealed that of those responding, 101, or 47%, already had adopted the CEU. The author assumes that over half of the institutions will be using the CEU during the 1975-76 academic year. Of those institutions located within the states included in the Southern Association of Colleges and Schools, 86% have adopted the CEU. The summary of this report indicates that a steady increase in the adoption and use of the CEU by the member institutions of NAEA and ACHE can be readily documented by the responses to the questionnaire. While a projection of this trend would lead to the conclusion that nearly all institutions would be using the CEU within another five years, it must be noted that the institutions surveyed are those having significant continuing education or evening class programs and having full-time continuing education administrators. Thirty-four selected references on the CEU are included, and institutions awarding CEUs are listed. (WL)

ED 127 425 08 CE 007 511

Bottoms, Gene

Fusing the Career Education Concept into the Fiber of the State Education System.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 76

Contract—NE-C-004-0012

Note—25p.; Paper presented at the Career Education National Forum (2nd, Washington, D.C., February 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Agency Role, *Career Education, Educational Planning, Educational Programs, Interagency Cooperation, State Agencies, *State Departments of Education, State Programs, *Statewide Planning
Identifiers—Georgia

The approach of Georgia's career education program is one in which the state leadership serves first as a catalyst in stimulating local educators to re-examine the educational needs of their students, and second, as a source of assistance to local educators as they think through, within the context of their local environments, the changes they believe are needed. It is essential to recognize the need to conceptualize career education on a much broader basis than had been thought in the beginning—a department-wide implementation thrust as opposed to a program approach. An attempt at such a comprehensive approach with total department involvement would have failed completely seven years ago. The Georgia State Department of Education has been building a base and a climate of understanding for the initiation of a much broader and more comprehensive approach to the implementation of the career education concept. Career education will continue to flourish as state program managers come to perceive career education as a part of their responsibilities. (Author/TA)

ED 127 426 CE 007 516

Leone, Richard D. Burke, Donald R.

Women Returning to Work and Their Interaction with a Temporary Help Service.

Temple Univ., Philadelphia, Pa. Center for Labor and Manpower Studies.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date May 76

Grant—DL-21-42-74-11

Note—235p.

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—*Employment Services, Employment Statistics, Females, Job Placement, *Labor Market, Manpower Needs, *Part Time Jobs, Personnel Selection, Recruitment, Statistical Analysis, Vocational Adjustment, Work Attitudes, Work Experience, *Working Parents, *Working Women

Statistical analysis of the process of labor market reentry through a Temporary Help Service (THS) can provide a better understanding of the dynamics of female labor market accommodation and an insight into the role played by a THS as a labor market institution, especially as it facilitates the successful reentrance of women into the work force. It was found that THS met the employment needs of women, particularly those with children, and enabled those who might otherwise not have found acceptable jobs to contribute to their household income. Of greater significance, however, were the contacts made with potential employers originally referred by THS. These contacts had a positive influence on long run adjustments to the world of work. In effect, THS is a clearinghouse where women can fulfill their immediate employment needs. Findings suggested that agencies presently disseminating labor market information, such as the Employment Service, schools, and manpower training programs, should be alerted to the range of opportunities provided by THS, particularly for reentry level women. In addition, employers should be made aware that the THS industry can provide competently qualified employees to meet temporary needs. (Author/TA)

ED 127 427 CE 007 527

Barrett, Gerald V. Dambrot Faye H.

Field and Laboratory Studies for Increasing the Intrinsic Reward Value in Navy Jobs and Careers. Final Report. Technical Report No. 8.

Akron Univ., Ohio. Dept. of Psychology.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date 31 Aug 75

Contract—N00014-75-A-0202-0001, NR-151-351

Note—32p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Goal Orientation, *Individual Differences, Job Analysis, Job Development, *Job Satisfaction, Job Skills, Motivation, Occupational Aspiration, *Organizational Development, Personal Values, Reports, *Task Analysis, Task Performance, *Work Attitudes
Identifiers—Navy, United States

This report summarizes the technical reports which were produced from a research program that focused on determining the complex interactions among job structural attributes, individual abilities, values and orientation, individual job performance and satisfaction, and organizational tenure related to monitoring and maintenance tasks. After reviewing the three integrated research approaches (field studies of Naval monitoring and maintenance personnel, laboratory simulations of monitoring and maintenance jobs, and an extensive literature review), a discussion is presented. It was found that those individuals with the most ability who would ordinarily be selected by an organization because of their anticipated superior job performance, were also the individuals who would derive the least satisfaction from the job and therefore would plan to leave the organization, unless an attempt were made to either place these individuals on jobs in which the intrinsic reward value is concomitant with their abilities and/or values, or redesign the job to fit their preferences for job structural attributes. Overall, the report concluded that more work is required in specifying the individual and job attributes which will meet both individual and organizational needs. (Author/TA)

ED 127 428 CE 007 533

Hohenshil, Thomas H., Ed.

New Dimensions in Placement Services. Annual Conference for Career Counseling and Vocational Education (5th, Blacksburg, Virginia, February 6 & 7, 1976).

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Virginia State Advisory Council on Vocational Education, Blacksburg.

Pub Date Jun 76

Note—176p.

Available from—Harry L. Smith, Publication Information and Publications, State Department of Education, Richmond, Virginia 23216 (Order Number CP-5, \$3.00)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Career Education, *Conference Reports, Employment Counselors, *Employment Problems, *Job Placement, Rural Schools,

Secondary Education, *Student Placement, Urban Schools, *Vocational Counseling, Vocational Education

The general purpose of this conference was to examine the current views and programs regarding new dimensions in educational and job placement services. Participants from five states attended the conference, held at the Virginia Polytechnic Institute and State University, Blacksburg, Virginia. The report reproduces the complete texts of speeches presented at the conference, including references, bibliographies and handout materials. The major addresses were: "Education, Work, and Placement Services in American Education," Mr. Willard Wirtz, National Manpower Institute; "Imperatives Regarding Placement Services in Secondary Schools," Mrs. Lucy Crawford, Virginia Polytechnic Institute; "The Provision of Placement Services: Roles for Educational Personnel," Dr. Dean Hummel, Virginia Polytechnic Institute; "To Place or Mismatch: That Is the Question?," Dr. Carl McDaniels, Virginia Polytechnic Institute; "Placement Services: How to Get Started in Urban and Rural Educational Institutions," Mr. Raymond Wasil, Ohio Division of Guidance and Testing. Seven special interest sessions were available for participants. Texts of these activities are presented with references and bibliographies. Personnel of five exemplary placement projects in Virginia described their programs. Conference agenda and listing of participants are appended. (TA)

ED 127 429 CE 007 536

Vickers, Theo Hunter

Development and Proposed Implementation of a Career Education Curriculum Utilizing a Matrix Technique.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date 75

Note—72p.; Research for Education Specialist Degree, Western Kentucky University

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Administrator Guides, Career Awareness, *Career Education, Career Planning, Concept Formation, Curriculum Design, *Curriculum Development, *Delivery Systems, Educational Planning, Elementary Secondary Education, *Instructional Design, Instructional Materials, Learning Activities, Planning, Post Secondary Education, Program Guides, *Regional Planning
Identifiers—Kentucky

This project paper explains the theoretical basis that educators used in writing developmental career education materials for Project Green River Opportunities for Work (GROW) in Region 3, Kentucky, and outlines the steps regional and district personnel took in laying the groundwork for the publication, "Learning Concepts in Career Development." Formation of regional personnel committees to plan the scope, sequence, and delivery system design included in the kit is described. The report concludes with recommendations for the kit's use and discusses improvements. The author indicates that the Region 3 method of selecting concepts and choosing a mini-unit technique for its matrix design for kindergarten through secondary and post-secondary levels can serve as a model by others in planning similar career education programs. The matrix format described uses the kindergarten through post-secondary grade levels as the vertical dimension, and mini-units under learning concept headings of self awareness, career awareness, appreciations and attitudes, and decision-making skills form the horizontal dimension of the matrix. Appendix A presents the Project GROW sequential delivery system for career education matrix design. Appendix B develops the four learning concepts in career development. Appendix C outlines four mini-units in self awareness. Appendix D contains the mini-unit evaluation sheet. A list of references is included. (Author/TA)

ED 127 430 CE 007 546

Cook, Joyce Williams, Jeanne

Proceedings of the National Coordinating Conference for Administrators of Part D and FY 1973 Part C Projects and Programs, Funded under P.L. 90-576 (Dallas, Texas, January 28-30, 1975).

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date [75]

Note—199p. Chart on page 161 is not reproducible due to small, broken type

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Career Education, *Conference Reports, *Educational Administration, Educational Legislation, Program Development, Program Evaluation, Program Improvement, Vocational Education

The objectives of the conference, determined by a Conference Steering Committee together with staff of the U.S. Office of Education, were: (1) to identify and promote effective methods and techniques for moving career education from a project status into an ongoing educational program status; (2) to determine and discuss major issues in the implementation and continuation of career education at the local, state, regional, and federal levels; (3) to provide an opportunity for the sharing of methods, techniques, and materials being utilized in the various projects; (4) to promote the improvement of career education evaluation; (5) to share information about the implications of recent and pending legislation for career education and vocational education programs. The keynote address was "Career Education—Projects to Program." Other topics addressed were: Implications of recent and pending legislation for career education, the evaluation of career education programs, program plans and prospects in 1975 and 1976. Reports from local project personnel, third-party evaluators, state administrators of Part D programs, and teacher educators are included in the report along with reports from work groups. Conference agenda and listing of participants are appended. (Author/TA)

ED 127 431 CE 007 570

Federal Agencies for Career Education Services.

Office of Education (DHEW), Washington, D.C.

Pub Date Jan 76

Note—48p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Career Education, *Educational Development, Educational Legislation, Educationally Disadvantaged, *Educational Opportunities, Federal Aid, *Federal Programs, Government Publications, Program Guides, *Resource Guides

This guide to federal government resources contains two major parts: (1) a set of descriptions of 38 federal programs that offer various types of resources for career education, and (2) a set of indices to help the practitioner use these programs. Indices include the following categories for each program: Program title, description, relationship to career education, financial assistance, publications, and where to get help. Stated limitations to the guide are that it does not promise to include all federal government programs that may be useful in career education, and it does not present detailed information on how to obtain funding from the programs described. It is suggested that the practitioner contact the programs directly for this information. (TA)

ED 127 432 CE 007 571

Career Guide to Professional Associations: A Directory of Organizations by Occupational Field.

Carroll Press, Cranston, R.I.

Pub Date 76

Note—286p.

Available from—Carroll Press, 43 Squantum St., Cranston, R. I. 02920 (\$8.95)

Document Not Available from EDRS.

Descriptors—Career Awareness, *Career Planning, *Directories, Occupational Guidance, *Occupational Information, Occupations, Organizations (Groups), *Professional Associations, Resource Guides

The purpose of this guide is to offer a complete view of all professional associations within a specific occupational field. Contents pages give a complete listing of the career field titles and page numbers for searching organizations in related fields. Section I organizes information under the headings of career field, name and address, and comments. The career field classification system of the guide follows the "Dictionary of Occupational Titles," Volume II, U. S. Department of Labor. Classifications are limited to the first three digits in the numerical code for more comprehensive coverage. On each right-hand page in this

section is a key to abbreviations. Section II, Appendix, includes an alphabetical index to the 2,000 organizations as an aid in searching for specific occupational headings. Also included in the appendix are organizations omitted from the guide, and a 16-item bibliography of supplementary sources of information. (TA)

ED 127 433 CE 007 572

Hinrichs, Roy S., Comp.

Improving Measuring Skills. Industrial Arts Series No. 10,004.

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.

Spons Agency—Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date 75

Note—71p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Drafting, *Industrial Arts, Instructional Aids, Measurement, Measurement Instruments, *Measurement Techniques, Secondary Education, *Skill Development, Vocational Education

Identifiers—Rulers (Instruments)

Each of the five units in this instructional packet contains instructions for showing students how to "read" the ruler and measure, exercises to give the student the required practice needed to become skillful at this task, and tests to determine achievement. The five units cover inch, half-inch, fourth-inch, eighth-inch and sixteenth-inch measurements. A diagnostic evaluation test is provided for identifying those students who cannot measure correctly as well as each student's particular measuring problem. The material is presented in the form of 1-page instruction sheets, 1-page exercises and 1-page tests designed to be traced onto ditto or mimeograph stencils. The "How To" instructions are intended for use in making transparencies to be used when explaining and showing students how to measure or for use as student pass-out material. (HD)

ED 127 434 CE 007 573

Hinrichs, Roy S., Comp.

Drafting Exercises to Improve Understanding. Industrial Arts Series No. 10,007.

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.

Spons Agency—Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date 76

Note—47p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Classroom Materials, *Drafting, *Industrial Arts, *Instructional Aids, Instructional Materials, Trade and Industrial Education, Vocational Education, *Workbooks

These materials, which can be used to supplement a drafting program, are designed to assist the instructor in helping students develop a better understanding of certain areas of drafting. The materials are divided into exercises that allow the student to devote full attention to one aspect of drafting at a time, and tests, which can be used either for determining student's degree of understanding, for additional exercises, or for use as part of a regular testing program. Instructions are given for exercises and tests, both of which cover: Scale Measuring, Orthographic Projection, Hidden Lines, Dimensioning, Isometric Construction, and Cabinet Drawing. This unbound material was prepared to be easily traced onto ditto or mimeograph stencils for reproduction. (HD)

ED 127 435 CE 007 574

Hinrichs, Roy S., Comp. Stone, Gary A., Comp.

Resource Information for Industrial Arts. Industrial Arts Series No. 10,008.

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.

Spons Agency—Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date 76

Note—42p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Bibliographies, Films, *Industrial Arts, *Information Sources, *Instructional Materials, Practical Arts, Publications, *Resource Materials, Secondary Education, Vocational Education

Designed to assist teachers in improving industrial arts programs, this resource guide lists (1) 102 sources of free instructional materials (industries and trade associations), (2) 30 equipment and supply catalogs, (3) 80 loan films costing only the price of return postage, and (4) 124 books, 5 professional journals, and 10 magazines suggested for a building and industrial arts library. The free teaching aids and materials section is subdivided into industrial arts, safety, and metric information categories. Topics in the loan film list are industrial arts, career education, environmental education, safety, and other. Books suggested for purchase are subdivided into 22 categories. Full addresses are included for all sources. (HD)

ED 127 436 CE 007 578

Meyer, Herbert H. Lee, Mary Dean

The Integration of Females into Male-Oriented Jobs: Experiences of Certain Public Utility Companies.

University of South Florida, Tampa.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date 76

Grant—DL-21-12-75-18

Note—199p.

Available from—National Technical Information

Service, Springfield, Virginia 22151

Document Not Available from EDRS.

Descriptors—*Affirmative Action, Blue Collar Occupations, Employee Attitudes, Employer Attitudes, Employment, *Equal Opportunities (Jobs), Females, Job Satisfaction, Manpower Development, Manpower Utilization, Performance Factors, *Professional Occupations, Promotion (Occupational), Sex Stereotypes, Success Factors, *Vocational Adjustment, *Work Attitudes, *Working Women

Detailed information was obtained from ten utility companies and individuals in those companies regarding their experiences with the integration of women into traditionally male jobs. The results showed that efforts to employ women in such jobs were predominantly positive, in spite of negative attitudes and resistance. A great majority of the women in male-oriented jobs were judged by their managers, peers and subordinates to be performing at least as well as most men in their respective jobs. Women in blue-collar jobs were likely to have more difficulties in adjusting to, and performing well in, the male oriented jobs than were women in professional or managerial jobs. Recommendations made with regard to actions that can be taken by organizations of all kinds to facilitate the integration of women into traditionally male jobs include: (1) The program must be monitored by an influential central staff person or group in the organization, (2) it must have strong backing from key executives, and (3) special recruiting, selection, training, and follow-up programs are often necessary to maximize the success of integration efforts. (NTIS/TA)

ED 127 437 CE 007 581

Directory of Public School Continuing Education Programs in New York State.

New York State Education Dept., Albany. Bureau of General Continuing Education.

Pub Date 75

Note—123p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Continuing Education Centers, *Department Directors (School), *Directories, Public School Adult Education, *School Districts, School Services

Identifiers—*New York

The directory lists the names of school districts, and each district's continuing education program director and chief school official. An alphabetical listing of school districts is also given. (WL)

ED 127 438 CE 007 586

Wilkie, Barbara J.

Orientation to Marketing Careers.

Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Pub Date 74

Note—310p.; For related documents see CE007587-589

Available from—Florida Department of Education, D/D Section, Division of Vocational Education, Knott Building, Tallahassee, FL 32304 (In-state \$6.34, Out-of-state \$12.49)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Awareness, *Career Education, *Career Exploration, Career Opportunities, Classroom Materials, Curriculum, *Distributive Education, Junior High Schools, Learning Activities, *Marketing, Prevocational Education, Resource Materials, Study Guides, *Teaching Guides, Vocational Education

Designed as a 6- to 9-week unit of instruction at the middle or junior high school level, this course offering represents a segment of a comprehensive course in orientation to vocational occupations. (When this comprehensive course is completed, a student may enroll in one or more of the three elective courses in distributive education providing an opportunity to explore in greater depth career opportunities in retailing, marketing service industries, and wholesaling—each of which has its own similar curriculum guide). The offering covered by this curriculum guide is intended to make the student aware of the broad field of marketing activities and the careers available to him within the various businesses, industries, and agencies. The guide is divided into two sections: The Teacher's Guide and Student Materials. The ten units in the Teacher's Guide are (1) Making It In Marketing, (2) Marketing Research and Information, (3) Standardization and Grading, (4) Buying Materials, Machinery, Manpower, (5) Personal Selling and Promotion, (6) Storage of Merchandise, (7) Transportation of Products and People, (8) Financing Marketing Activities, (9) Risks Involved in Marketing, and (10) Management Decisions and Policies. Each unit includes competency statements, performance objectives, concepts developed, suggested equipment, recommended materials, consumable supplies, special resources, pre- and post-test evaluation instruments—with keys, group and individual learning activities, and special media. The Student Materials section is composed of (1) Student Handouts, (2) Scene and Survey Evaluation Instruments, and (3) Special Resources (Audio-Visuals, Resource Publications, Commercial Games, and Names and Addresses of Sources). (HD)

ED 127 439 CE 007 587

Wilkie, Barbara J., Ed.

Making It In Marketing Services. Exploration of Marketing Services Careers.

University of South Florida, Tampa.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Pub Date 74

Note—433p.; For related documents, see CE 007 586-589

Available from—D/D Section, Division of Vocational Education, Florida Department of Education, Knott Building, Tallahassee, Florida 32304 (In-state, \$6.59; out-of-state, \$12.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Awareness, *Career Education, Career Opportunities, Classroom Materials, *Distributive Education, Intermediate Grades, Junior High Schools, Learning Activities, *Marketing, *Prevocational Education, Resource Materials, Study Guides, *Teaching Guides, *Vocational Development, Vocational Education

This curriculum guide is designed to be used with a distributive education course offering. It provides students, at the middle or junior high school level, an opportunity to explore marketing services careers. The guide is divided into two sections: The Teacher's Guide and Student Materials. The Teacher's Guide is composed of eleven units: (1) Making It In Marketing Services, (2) Real Estate, (3) Finance, (4) Insurance, (5) Transportation, (6) Communication, (7) Recreation, (8) Business Services, (9) Personal Services, (10) Lodging/Food, and (11) Special Activities (a unit which may be used throughout the course). These units are separated into three areas: (1) Unit Overviews, which includes a competency statement, performance objectives, concepts developed, suggested equipment, recommended materials, consumable supplies needed, and special resources, (2) Evaluation Keys, and (3) Learning Activities, which contain group and individual learning activities for each performance objective, as well as special media applicable to each objective and its set of learning activities. The Student Materials section covers the areas of: (1) Student Handouts, (2) Scene

and Survey Evaluation Instruments, and (3) Special Resources, which includes audio-visual resources, resource publications, commercial games, and resource organizations and agencies. (HD)

ED 127 440 CE 007 588

Wilkie, Barbara J.

Exploration of Retailing Careers.

Florida State Dept. of Education, Tallahassee.

Div. of Vocational, Technical and Adult Education.

Pub Date 74

Note—395p.; For related documents see CE 007 586, 587, and 589.

Available from—Florida Department of Education, D/D Section, Division of Vocational Education, Knott Building, Tallahassee, FL 32304 (In-state \$6.56, Out-of-state \$12.73)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Awareness, Career Education, *Career Exploration, Career Opportunities, Careers, Classroom Materials, Courses, Curriculum, Curriculum Guides, *Distributive Education, Junior High Schools, Learning Activities, *Marketing, *Prevocational Education, *Retailing, Secondary Education, Teaching Guides, Vocational Education

Designed as a semester unit of instruction at the middle or junior high school level in the exploration of retailing careers, this distributive education curriculum guide is divided into two sections: The Teacher's Guide and Student Materials. One of the elective courses intended as a followup to "Orientation to Marketing Careers," it provides the student with an opportunity to experience the tasks performed by retailers through "hands-on activity" projects making him aware of the broad field of marketing activities and the careers available to him within various retail businesses. The Teacher's Guide has nine units: (1) Rapping About Retailing, (2) Buying the Merchandise, (3) Shipping and Receiving, (4) Sales Promotion, (5) Personal Selling, (6) Customer Services, (7) Credit and Control, (8) Management, and (9) Special Activities which may be used throughout the course. These units are separated into three areas: (1) Unit Overview, which includes a competency statement, performance objectives, concepts developed, suggested equipment, recommended materials, consumable supplies needed, and special resources, (2) Evaluation Keys, and (3) Learning Activities, which contain group and individual learning activities for each performance objective and its set of learning activities. The Student Materials section is composed of (1) Student Handouts, (2) Scene and Survey Evaluation Instruments, and (3) Special Resources (Audio-Visuals, Resource Publications, Commercial Games, and Resource Organizations and Agencies). (HD)

ED 127 441 CE 007 589

Wilkie, Barbara J.

Exploration of Wholesaling Careers.

University of South Florida, Tampa.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Pub Date 74

Note—312p.; For related documents, see CE 007 586-588

Available from—D/D Section, Division of Vocational Education, Florida Department of Education, Knott Building, Tallahassee, Florida 32304 (In-state, \$4.41; out-of-state, \$8.43)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Awareness, Career Choice, *Career Education, *Career Exploration, Career Opportunities, Career Planning, Classroom Materials, *Curriculum Guides, *Distributive Education, Instructional Materials, Intermediate Grades, Junior High Schools, Learning Activities, Middle Schools, *Prevocational Education, Teaching Guides, Vocational Education, *Wholesaling

This curriculum guide is for a distributive education offering designed as a semester unit of instruction at the middle or junior high school level, providing the student with an opportunity to explore in greater depth the varied career opportunities available in wholesaling through "hands-on activity" projects. The Teacher's Guide

Section is composed of eight units. The first seven cover the content of the course; the eighth, "Special Activities," contains materials which may be used throughout the course. Each of the seven units for the teacher is separated into three areas: Unit Overview, Evaluation Keys, and Learning Activities. Each unit overview includes: A competency statement, performance objectives, concepts developed, suggested equipment, recommended materials, consumable supplies needed, and special resources. Evaluation keys reflect the answers to evaluation instruments found in the Student Materials Sections. The Learning Activities area in each of the first seven teacher units contains group and individual learning activities for each performance objective, as well as special media applicable to each objective and its set of learning activities. The Student Materials Section is composed of three areas: student handouts (which cover a major portion of the student section), evaluation instruments, and special resources. (Author/TA)

ED 127 442 CE 007 594

Probation Officer Training Checklist: A Guide for Training Newly Appointed Federal Probation Officers.

Federal Judicial Center, Washington, D.C.

Report No.—FJC-74-8

Note—45p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Corrective Institutions, *Federal Courts, Federal Government, Inservice Programs, *Job Training, Law Enforcement, Post Secondary Education, *Probation Officers, Teaching Guides, Training Objectives, Vocational Education

This training checklist, designed to assist in educating and training federal court personnel, was developed to assure that every new officer received all of the training required for the adequate performance of his (or her) duties. The checklist is not a lesson plan. Substantive material and information available to the trainer (and listed here) are to be added to provide the knowledge needed. The format of the checklist begins before the officer enters on duty in a section called Prior to Employment. Further training guides list activities and information covered in the Orientation Training Phase, On-The-Job Training Phase (First to Sixth Month), and Professionalism (Six Months to Retirement). After listing major areas of concern to consider during the first week, the checklist follows a task analysis of the duties of a probation officer as outlined in Chapter 8 of the "United States Probation System Administrative Manual." In some instances additional or background information is provided to supplement a task. Some training resources are listed at the end. The authors recommend that as each item in the checklist is accomplished by a trainee, the date be placed beside that item and that the checklist later be filed as a permanent record of training. (HD)

ED 127 443 CE 007 596

Letterwriting for Secretaries. Student Manual.

Civil Service Commission, Washington, D.C. Bureau of Training.

Note—52p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Business Correspondence, *Clerical Occupations, Instructional Materials, Job Training, *Office Practice, *Secretaries, *Vocational Development, Vocational Education, Writing Skills

Designed for a 6-day training session, this manual includes a 27-item reading list of references for letterwriting (five of them government publications), detailed instruction, and nine examples of good letters. Examples and exercises are provided on how to write as you talk, good and poor opening sentences, coherence, transitions and linking ideas, sentence strength and tone, use of simpler and more conversational words and phrases, and active-passive voice. Other topics covered include brevity, weak sentences, and use of semicolons. (HD)

ED 127 444 CE 007 607

Oates, Flora B.

Ethnic Hairdressing.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date Dec 73

Note—72p.; Not available in hard copy due to poor reproducibility of photographs

Available from—Vocational-Technical Curriculum Laboratory, Rutgers, The State University, Building 4103, Kilmer Campus, New Brunswick, New Jersey 08903 (\$2.50)

Document Not Available from EDRS.

Descriptors—*Cosmetology, Curriculum, *Ethnic Groups, Instructional Materials, *Job Training, Post Secondary Education, Secondary Education, Service Occupations, *Skill Development, Trade and Industrial Education, *Vocational Education

The practical aspects of ethnic hairdressing for the beginning student in the field of Cosmetology are presented in this manual. Lessons and review questions are provided to give the student a knowledge of the problems encountered in dealing with the many different variations in hair, as well as to serve as a foundation for more complex material. This manual does not cover theory and history. It has nine chapters of instruction that include graphic illustrations: (1) Professional Ethics, (2) Sanitary Requirements and Procedures, (3) The Nature of Hair, (4) Disorders of the Hair and Scalp, (5) Shampooing and Drying the Hair, (6) Hair Straightening, (7) Curling and Setting the Hair, (8) Haircutting, and (9) Hairstyling Hints. Study guides are provided at the end of each chapter to test learning and to promote independent thought. There are no questions on procedures, since a written exercise does not serve as an indication of skill. (HD)

ED 127 445 95 CE 007 609

Leigh, Duane E.

The Effect of Job Experience on Earnings Among Middle-Aged Men. Institute for Research on Poverty Discussion Papers.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.; Employment and Training Administration (DOL), Washington, D.C.

Report No.—IRP-DP-318-75

Pub Date Oct 75

Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Age, Career Change, Caucasians, Economic Research, Educational Background, *Educational Experience, *Employment Experience, Job Skills, Job Training, Labor Economics, *Males, Mathematical Models, *Middle Aged, Negro Employment, Negroes, Occupational Mobility, Occupational Surveys, Occupations, Racial Differences, Vocational Education, *Wages, Work Experience

The primary purpose of this paper is to improve on the specification of job experience as measured by current age, minus age at completion of formal schooling. The process of acquiring productive job skills was modeled by first focusing on the determination of the level of first-job occupation and then, given initial occupation, examining the determinants of occupational advancement. The impact of initial occupational level and occupational change on current (1966) wage rates were then examined. In the empirical analysis, separate equations for middle-aged black and white men were estimated to focus on racial differences in the acquisition of labor market experience. The primary finding is that it is work experience accompanied by occupational advancement, rather than work experience per se, that has an effect on the distribution of wage rates. (Author/HD)

ED 127 446 CE 007 613

McCormack, Edward J. And Others

A Handbook for the Preparation of Educational Personnel in Career Education. Final Project Report.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education; Northern Illinois Univ., De Kalb.

Pub Date 30 Jun 76

Contract—PCB-A6-015

Note—234p.

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—*Administrative Personnel, *Career Education, *Higher Education, Inservice Programs, Instructional Systems, Models, *Preservice Education, Professional Personnel, Professional Training, Program Design, Resource Guides, Teacher Educators, Teachers, Vocational Development

The handbook contains a set of related elements designed to assist persons concerned with preparing educational personnel in career education, identifies and discusses some basic elements needed to create a preservice career education program on a university campus to complement inservice training. Chapter 1 presents the handbook rationale. Chapter 2 discusses career education as the effort of bringing about a high integration of self (the individual) and the system (work setting), to the satisfaction of both. Chapter 3 presents a career development process model from which is derived a career development program model and an interpersonal career facilitation model. Chapter 4 offers suggestions for the management of university level career education programs. Chapter 5 contains an organized selection of appropriate preservice career education goals and objectives and some references to guides to assess career education material. Chapter 6 presents formative course evaluations at Northern Illinois University, including a course outline and sample lesson unit for six courses. The handbook uses supporting tables and illustrations, and includes references and a bibliography. (Author/TA)

ED 127 447 CE 007 621

Evans, David R. Schimmel, Gordon L.

The Impact of a Diversified Educational Program on Career Goals: Tororo Girls' School in the Context of Girls' Education in Uganda. A Report Submitted to the United States Agency for International Development and the Ministry of Education, Government of the Republic of Uganda.

Massachusetts Univ., Amherst. Center for International Education.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.; Ministry of Education, Entebbe (Uganda).

Pub Date 70

Contract—AID/af-281

Note—381p.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Choice, Career Planning, *Curriculum Evaluation, Curriculum Problems, Educational Programs, Employment Potential, Females, *Goal Orientation, Guidance Programs, Instructional Programs, *International Education, International Programs, Job Satisfaction, Occupational Aspiration, Secondary Schools, *Secondary School Students, *Womens Education

Identifiers—*Uganda

The study was occasioned by a desire to better understand the impact of Tororo Girls' School and the implications of its diversified program (academic, commercial, and home economics) in the context of girls' education in Uganda. Although the school had been operating only five years, there was considerable interest in looking at the school's contribution to girls' education in Uganda because it represented one of three large-scale, diversified secondary schools set up jointly by American and African governments during the 1960s. Specific goals of the study involved looking at the backgrounds of girls in the sample population admitted to secondary schools, and at characteristics produced by these schools. Within this general setting the study focused on the specialized curricula and guidance program at Tororo, and also took into consideration the variables of: Girls' expectations for further education, occupational aspirations, desired employment, and conditions and attitudes toward future and work roles. The results of this study demonstrate clearly the need for changes and at the same time report on one approach which meets many of the needed goals and has been successful in the short time it has been operating. (Author/TA)

ED 127 448 CE 007 625

Krohn, Miriam H.

Planning for Career Options. Career Options Series for Undergraduate Women.

Catalyst, New York, N. Y.

Spons Agency—International Business Machines Corp., New York, N. Y.

Pub Date 75

Note—37p.; For related documents, see CE 007 626-629

Available from—Catalyst, 14 East 60th Street, New York, New York 10022 (Order Number U11, \$1.95)

Document Not Available from EDRS.

Descriptors—Career Choice, Career Opportunities, *Career Planning, College Students, Employment Opportunities, *Females, Goal Orientation, Higher Education, Job Market, Occupational Information, *Professional Occupations, *Undergraduate Students, Working Women

This workbook is part of a set of self-guidance publications prepared by Catalyst, a national non-profit organization, and written specifically for undergraduate women to help them bring their aspirations into focus, develop realistic career goals and plan for career options in fields which, at the managerial and professional levels, have been traditionally male-dominated. The workbook develops a step-by-step exploration and assessment for individual use, focuses on career aspects and provides rating charts and checklists to help answer major questions regarding career options. Major headings are: "Motivations for Working," "Get to Know Yourself Better," "Explore Your Strengths," "Identify Your Interests," "Your Hopes and Wishes," "Evaluate Your Experience," "Examine Your Aptitudes," "An Overview of Career Options," "Explore the Work World," "A Look at Lifestyle Options." (Author/TA)

ED 127 449 CE 007 626

Moore, Barbara Jordan

Launching Your Career. Career Options Series for Undergraduate Women.

Catalyst, New York, N. Y.

Spons Agency—International Paper Company Foundation, New York, N. Y.

Pub Date 76

Note—44p.; For related documents, see CE 007 625-629

Available from—Catalyst, 14 East 60th Street, New York, New York 10022 (\$1.95)

Document Not Available from EDRS.

Descriptors—Career Choice, Career Opportunities, *Career Planning, *College Students, Employment Interviews, *Females, Higher Education, *Job Application, Job Market, Occupational Information, *Professional Occupations, Working Women

This booklet, part of a set of self-guidance publications prepared by Catalyst, a national non-profit organization, is written specifically for undergraduate women to help them bring their aspirations into focus, develop realistic career goals, and launch an effective job campaign for fields which, at the managerial and professional levels, have been traditionally male-dominated. The booklet includes interviews with individuals who have achieved success in their field and addresses other issues facing women today, including the right to make independent choices and to gain autonomy, and the importance of informed and imaginative planning. Major topics are: "It's a New Era," "Getting Started," "Self-Appraisal," "Writing Your Resume," "Corporate Recruitment on Campus," "Other Job Sources," "The Interview," "The Job Market," and "Your Legal Rights." (Author/TA)

ED 127 450 CE 007 627

Rowes, Barbara

Have You Considered Accounting? Opportunities for Women Are Expanding. Career Options Series for Undergraduate Women.

Catalyst, New York, N. Y.

Spons Agency—International Paper Company Foundation, New York, N. Y.

Pub Date 75

Note—32p.; For related documents, see CE 007 625-629

Available from—Catalyst, 14 East 60th Street, New York, New York 10022 (\$1.95)

Document Not Available from EDRS.

Descriptors—Accountants, *Accounting, Career Choice, Career Opportunities, *Career Planning, *College Students, Employment Opportunities, *Females, Higher Education, Job Application, Job Market, Occupational Information, *Professional Occupations, Working Women

This booklet is part of a set of self-guidance publications prepared by Catalyst, a national non-profit organization. It is written specifically for undergraduate women to help them bring their aspirations into focus, develop realistic career goals and plan for career options in fields which, at the managerial and professional levels, have been traditionally male-dominated. The booklet covers the spectrum of positions within the field of accounting, educational preparation, and the

employment outlook during the next decade as well as interviews with individuals who have achieved success in the field. The booklet also addresses other issues facing young women today, such as the right to make independent choices and to gain autonomy, and the importance of informed and imaginative planning. Major topics are: "Portrait of an Accountant," "Career Options," "Educational Preparation," "The Employment Outlook," "Talking with Women Students about Accounting," "Lifestyle Options." Numerous photographs are included to supplement the text. (TA)

ED 127 451 CE 007 628
Stashower, Gloria

Have You Considered Engineering? Opportunities for Women Are Expanding. Career Options Series for Undergraduate Women.

Catalyst, New York, N. Y.
Spons Agency—International Business Machines Corp., New York, N. Y.

Pub Date 76
Note—40p.; For related documents, see CE 007 625-629

Available from—Catalyst, 14 East 60th Street, New York, New York 10022 (\$1.95)

Document Not Available from EDRS.

Descriptors—Career Choice, Career Opportunities, *Career Planning, *College Students, Employment Opportunities, *Engineering, Engineers, Females, Higher Education, Job Application, Job Market, Occupational Information, *Professional Occupations, *Working Women

This booklet, part of a set of self-guidance publications prepared by Catalyst, a national non-profit organization, is written specifically for undergraduate women to help them bring their aspirations into focus, develop realistic career goals and plan for career options in fields which, at the managerial and professional levels, have been traditionally male-dominated. The booklet covers the spectrum of positions within the field of engineering, educational requirements, and the employment outlook during the next decade as well as interviews with individuals who have achieved success in the field. The booklet also addresses other issues facing young women today, such as the right to make independent choices and to gain autonomy, and the importance of informed and imaginative planning. Major topics are: "Portrait of an Engineer," "Career Options," "Educational Preparation," "Employment Outlook," "Lifestyle Options." Numerous photographs are included in the text. (TA)

ED 127 452 CE 007 629
Bliss, Betsy L.

Have You Considered Industrial Management? Opportunities for Women Are Expanding. Career Options Series for Undergraduate Women.

Catalyst, New York, N. Y.
Spons Agency—General Electric Foundation, Ossining, N. Y.

Pub Date 76
Note—40p.; For related documents, see CE 007 625-628

Available from—Catalyst, 14 East 60th Street, New York, New York 10022 (Order Number U6, \$1.95)

Document Not Available from EDRS.

Descriptors—Career Choice, Career Opportunities, *Career Planning, Employment Opportunities, Females, Goal Orientation, Higher Education, Industrial Personnel, Industrial Relations, Job Market, *Management, Occupational Information, *Professional Occupations, Undergraduate Students, *Working Women

This booklet is part of a set of self-guidance publications prepared by Catalyst, a national non-profit organization. Written specifically for undergraduate women, the booklet should help them bring their aspirations into focus, develop realistic career goals, and plan for career options in fields which, at the managerial and professional levels, have been traditionally male-dominated. The booklet covers the field of industrial management in terms of (1) spectrum of positions, (2) educational preparation, (3) employment outlook during the next decade, and (4) interviews with individuals who have achieved success in the field. The booklet also briefly addresses issues facing young women today, such as making independent choices, gaining autonomy, and realizing the importance of informed and imaginative planning. (Author/TA)

ED 127 453 CE 007 632
Fardig, Glen E.

Handbook for the Development of Vocational Education Modules.

Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.
Pub Date Apr 75

Note—58p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Curriculum Development, Guides, *Individualized Instruction, *Instructional Materials, Manuals, Material Development, *Performance Based Education, Teaching Techniques, *Vocational Education, Writing

This handbook was written primarily to assist module developers working in the Kentucky Competency-Based Curriculum Project. It was also prepared to help module developers in other areas of education as well as to help administrators who would be installing programs of this type in their schools. This handbook provides an explanation of competency-based-vocational education and a glossary of terms. Separate sections describe the components of a module and the format: Title, Introduction, Directions, Objectives, Series of Learning Activities, Special Learning Materials, Instruction Sheets, Student Self-Checks, and an Instructor's Final Checklist. Exemplary samples of each component are given. Guidelines and suggestions for writing each component, for choosing and developing instructional illustrations and media material, and for evaluating modules are also included. (HD)

ED 127 454 CE 007 634
Morris, Judith L.

Learning Stations: A Dynamic Approach to Career Education.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date Jul 75

Note—92p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Activity Units, Career Education, *Career Exploration, Elementary Education, Elementary School Mathematics, *Individualized Curriculum, *Instructional Materials, Language Arts, *Learning Activities, Learning Laboratories, Skill Development, Social Studies, Social Values

Identifiers—*Learning Stations

This curriculum guide presents career education material in the form of learning stations, which are individualized, independent skill- or content-oriented activities, that can be used by elementary school teachers to provide opportunities for pupils to use a skill or acquire an ability. Objectives, directions for completion, materials required, evaluation procedures, and, when appropriate, answer keys and illustrations are provided at each station. The 42 stations are designed for and grouped under Science and Social Studies (9), Language Arts (7), Mathematics (6), Social Values (7), and Miscellaneous (13). Introductory material indicates that (1) use of stations can stimulate growth in self-direction, self-discipline, responsibility, creativity, ability to follow directions, and social interaction; (2) use of this type of program requires the teacher to have individual weekly conferences with each pupil in order to evaluate the academic progress, plan directions for the pupil to continue learning, and monitor progress by spot-checking, observation, informal conferences, and periodic testing; (3) all questions, instructions, and illustrations contained in this guide should be mounted on poster board. An evaluation form for the booklet and a list of references are provided. (TA)

ED 127 455 CE 007 635
Carpenter, Corinne K. Volpe, Margaret E.

Workbook for Dental Records.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date Mar 75

Note—279p.

Available from—Vocational-Technical Curriculum Laboratory, Rutgers—The State University, Building 4103, Kilmer Campus, New Brunswick, New Jersey 08903 (\$4.00, plus \$0.40 postage)

Document Not Available from EDRS.

Descriptors—*Dental Assistants, Dentistry, *Health Occupations Education, Individualized Instruction, *Medical Record Technicians, Post Secondary Education, *Recordkeeping, Records (Forms), Senior High Schools, Simulation, Technical Education, Workbooks

This workbook contains 18 units of instruction for dental assistant students, each designed to give students practical experience in completing forms that simulate realistic situations in a dental office. Units are: (1) The Appointment Record, (2) The Recall System, (3) Clinical Records, (4) Estimates, (5) Daily Record Sheet, (6) Patient's Financial Record, (7) Statements, (8) Collections, (9) Monthly Summary of Daily Record, (10) Checks, (11) Banking Forms, (12) Bank Statements, (13) Monthly Expense Sheet, (14) Yearly Recapitulation, (15) Tax Records, (16) Supplies, (17) Laboratory Records, (18) Mail. Each unit contains basic information, procedure to follow in completing the forms, questions, assignments, and an achievement test. After the material is presented by the instructor, each student can progress according to his or her capabilities. The preface indicates that the workbook may be used in conjunction with a classroom textbook and any other available references on dental records. (HD)

ED 127 456 CE 007 638
Miklus, Samuel

Teacher Guide for Airbrush.
Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date Sep 71

Note—76p.

Available from—Vocational-Technical Curriculum Laboratory, Rutgers—The State University, Building 4103, Kilmer Campus, New Brunswick, New Jersey 08903 (\$2.50, plus \$0.40 postage)

Document Not Available from EDRS.

Descriptors—*Art Education, Art Materials, Art Teachers, *Commercial Art, Curriculum, Photography, Post Secondary Education, Reprography, Secondary Education, *Teaching Guides, Vocational Education

Identifiers—*Airbrush

In a brief introduction, this guide identifies some of the career opportunities open to competent airbrush artists and indicates the most frequent users (technical illustrators, photo retouchers, commercial artists and designers) of the airbrush technique. The guide includes objectives for teaching airbrush, equipment and materials needed, preparation of projects, procedure for setting up equipment, the air brush process, cleaning and maintenance of equipment, and graphic illustrations of common errors with causes and remedies identified. Nine suggested rendering projects, which list each project's objectives and procedures, cover a major portion of the guide. The appendix offers sources for supplementary reading, a list of airbrush manufacturers, and possible sources for equipment and supplies. (HD)

ED 127 457 CE 007 639
Skinner, Leah

A Secondary Education Curriculum for Educable Mentally Retarded Students.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date Sep 75

Note—114p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Curriculum Guides, *Educable Mentally Handicapped, English Curriculum, *Job Training, *Learning Activities, Reading Instruction, Secondary Education, Secondary School Mathematics, Skill Development, Work Attitudes

The aim of this curriculum guide is to help teachers train educable mentally retarded high school students with marketable skills, enabling them to compete in the world of work. Stress is on teaching appropriate work attitudes as well as skills. Four sections included are (1) Reading: Development of Reading Ability to Highest Intellectual Level, Development of Oral Comprehension to Same or Greater Degree, Ability to Read to Make Life and Work Easier; (2) Mathematics: Use of Four Basic Arithmetic Skills; (3) English:

Ability to Communicate as Well in Writing as Vervally; (4) Preparation for Work: Assembly Line Worker, Worker for a Small Corporation, Short Order Cook, Restaurant Worker. Each section is presented in chart form with the following headings: Behavioral Objectives, Suggested Solution for Teacher, Suggested Activities for Students, and Evaluation. Each section is prefaced by a brief discussion and statement of the goals. Training activities are reinforced by nine appendices. A bibliography and evaluation sheet for the curriculum guide are included. (TA)

ED 127 458 CE 007 640
Nikol, Vojkan Poniatowski, Stephen J.
Carpentry: Blueprint Interpretation.
Rutgers, The State Univ., New Brunswick, N.J.
Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date Jun 71
Note—77p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
Descriptors—*Architectural Drafting, *Blueprints, Building Design, *Carpenters, *Instructional Materials, Post Secondary Education, Secondary Education, Technical Illustration, *Trade and Industrial Education, Vocational Education

Designed to supplement any standard textbook in the first-year level of related drafting instruction for carpentry, this manual contains original illustrations on graphic representation, pictorial representation, working drawings, and structured building details (exterior and interior). It consists of five units with separate lessons for each: (1) Graphic Representation (American Standards Association Principles of Projection, Spacing Views on Drawing Paper, Drawing Required Views, Developing the Third View from Two Views, Completing Views by Filling in Missing Lines, Freehand Orthographic Sketching); (2) Pictorial Representation (Freehand Sketching, Isometric, Oblique, Cabinet); (3) Working Drawings (Importance of Working Drawings for a One-Story House, Elevation Views, Commonly Used Abbreviations for Elevation Terms, Symbols and Conventions for Elevations Views, Plan Views, Commonly Used Abbreviations for Plan Terms, Symbols and Conventions); (4) Structural Building Details—Exterior (Framing, Roof, Siding, Cornices, Window Frames, Door Frames); (5) Structural Building Details—Interior (Window Sash, Doors, Walls, Floor, Ceiling, Stairs, Cabinets). The appendices contain drawings of tree trunk cross-sectioning, sawing of lumber, common cuts in wood, common wood joints, and nails. A wood screws table, a chart of American Standard plumbing symbols, and a 37-item short-answer test are also included. (HD)

ED 127 459 CE 007 641
Lucas, Joseph
Background for Builders—Related Science and Trade Information for the Building Trades.
Rutgers, The State Univ., New Brunswick, N.J.
Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date Jan 75
Note—239p.

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.
Descriptors—*Building Trades, Industrial Arts, *Instructional Materials, Learning Activities, Lesson Plans, Skill Development, Teaching Guides, *Trade and Industrial Education, *Vocational Education

Primarily intended for instructors but also useful to students, this guide provides a set of lessons (interlaced with humorous phrases and cartoons) for teaching fundamental information for the building trades. Each lesson contains objectives, related information, and a review or summary. Unit I is a brief, humorous message to the student on the advantages of learning about the building industry. Other units cover the areas of: (1) Plans (6 lessons), (2) Excavation (4 lessons), (3) Masonry (15 lessons), (4) Frame Construction (16 lessons), (5) Plumbing (11 lessons), (6) Heating and Cooling (11 lessons), (7) Electricity (11 lessons), (8) Painting (5 lessons), (9) Wall and Floor Coverings (5 lessons), (10) Sheet Metal (4 lessons), (11) Ventilation (4 lessons), and (12) Insect Control (2 lessons). (HD)

ED 127 460 CE 007 642
Santitiro, Marie
Exploring Health Careers.

Rutgers, The State Univ., New Brunswick, N.J.
Curriculum Lab.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date Apr 74

Note—136p.; Contains 16 photographs (of health career students in training situations) which will not reproduce well

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.
Descriptors—Career Awareness, Career Education, *Career Exploration, *Career Opportunities, Career Planning, Careers, Employment Qualifications, *Health Occupations, Health Services, High School Students, Learning Activities, *Occupational Information, Paramedical Occupations, Secondary Education, Vocational Education, Vocational Interests

A presentation of individual health careers to enable the high school student to better understand the duties, opportunities, and prerequisite studies for each career and to evaluate himself in relation to all these factors is included in this manual for teachers. Units 1 and 2 address the establishment of teacher-student relationships and the evaluation of the student's present knowledge. Unit 3, the major portion of the guide, is a survey of 20 different health careers. It identifies the services rendered in the various health careers, lists the qualifications and opportunities for advancement in each, describes the functions of health-care personnel and their legal limitations to practice, and notes the basic personal qualifications desired for success in a chosen health career. Suggested activities for high school students and sources for visual aids and additional information are also included for each career. Unit 4 suggests the different areas to which field trips can be made. Unit 5 lists procedures that should be used with guest speakers. Unit 6 identifies the applicability of certain school subjects and extracurricular activities to specific health careers. Unit 7 points to the various job opportunities available in hospitals. A directory of film and filmstrip sources is also included. (HD)

ED 127 461 CE 007 643
Bornstein, Robert
Career Information Center: Staff Roles.
Rutgers, The State Univ., New Brunswick, N.J.
Curriculum Lab.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date Oct 75
Note—79p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
Descriptors—Administrator Guides, Administrator Role, Career Awareness, *Career Education, Career Planning, Coordinators, High School Design, *Information Centers, Job Analysis, *Occupational Information, Resource Centers, *Resource Staff Role, School Administration, School Community Cooperation, School Personnel, Senior High Schools, Urban Schools, *Vocational Development
Identifiers—New Jersey

The purpose of this guide is to describe implementation strategies for the establishment of a career information center in a large urban high school with particular attention devoted to the administrative arrangements and staff roles involved in such a center. Developed out of the author's experience in the New Brunswick, New Jersey career information center, it is intended for use by educators planning similar centers. Five chapters describe administration, career information center operations, and activities performed by the school-industry coordinator, multimedia coordinator, and job placement coordinator. Appendices include project staff job descriptions, sample flyers for students and teachers, project newsletters, teacher's guide to the effective use of community speakers, a teacher's guide for field trips, examples of request and materials record forms, an occupation information outline, and community survey and community resources forms. (TA)

ED 127 462 95 CE 007 645
Stebbins, Linda B. And Others
Sex Fairness in Career Guidance: A Learning Kit.
Abt Associates, Inc. Cambridge, Mass.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date [75]
Contract—NIE-C-74-0141
Note—265p.

Available from—Abt Publications, 55 Wheeler Street, Cambridge, Massachusetts 02138 (\$15.00 plus \$1.50 for shipping/handling)

Document Not Available from EDRS.

Descriptors—*Career Choice, Career Education, Career Planning, Counselor Educators, *Counselor Training, Discriminatory Attitudes (Social), Guidance Personnel, Individualized Curriculum, *Instructional Materials, Interest Tests, Nondiscriminatory Education, *Occupational Guidance, Resource Guides, Sex Discrimination, Sex Role, *Sex Stereotypes

This learning kit presents self-administered curriculum materials which can be used by counselors and counselor educators to aid in the elimination of sex-role stereotyping and sex bias in career choice. Curriculum materials are organized into four chapters: (1) "Orientation to Sex Fairness" introduces the dual role system, discusses traditional family and occupational roles for both sexes, their antecedents and consequences, and current challenges to the system; (2) "Recommendations for a Comprehensive Sex-Fair Career Guidance Program" offers a perspective on sex fairness in the counseling process, and also discusses counseling strategies for developing counselor self-awareness for interacting with clients individually or in groups, and for working with others in the client's environment; (3) "Guidelines and Recommendations for Sex-Fair Use of Career Interest Inventories" is designed to help counselors identify sex bias, and to minimize it in administering, reporting, and interpreting these inventories; (4) "A Resource Guide" provides an extensive list of currently available supplementary reading and audiovisual materials, and an annotated bibliography. The text includes pre- and post-assessment techniques, transcripts of counselor-client interactions, and role play scenarios. Separate supplementary materials available as part of the kit include seven different spirit masters, eight role play cards, counselor-client interaction exercises, and an audio-cassette tape of four counseling interviews. (TA)

ED 127 463 CE 007 657
Bidgood, Diane And Others
Methods And Materials for Teachers of Integrated Business Programs.
Pub Date Jun 76
Note—86p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
Descriptors—*Annotated Bibliographies, *Business Education, Distributive Education, Educational History, Integrated Curriculum, Post Secondary Education, *Resource Materials, Senior High Schools, *Teaching Methods, *Time Blocks, Vocational Education
Identifiers—Florida

Prepared by graduate students for teachers of integrated business programs, this report outlines the history of vocational education, reviews the development of block-time programs in the United States, describes already prepared materials for use in block-time programs, and contains an annotated bibliography on teaching methods for integrated subjects. The report is divided into three sections: Section I, a brief history of vocational education in the United States with emphasis on program development in the state of Florida, covers early federal legislation, recent federal legislation, vocational business education, block-time programs, intensive office laboratory, simulated office education, vocational office education in Florida, and cooperative education. A brief history of vocational non-business cooperative programs in Florida, and the history of block-time business education programs in Alachua County, Florida, are also included. Section II lists a representative sample of the best-known or widely used materials for integrated projects and simulations. Section III contains an annotated bibliography of 100 selected articles (published 1970-76) which describe methods successfully used by teachers of integrated subjects. (HD)

ED 127 464 CE 007 659
Bell, T. H.
Personnel Development for Vocational Education 1973-74. Commissioner's Report on the Education Professions.
Office of Education (DHEW), Washington, D.C.
Report No.—DHEW-OE-76-12009
Pub Date 76
Note—175p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$2.50)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Educational Development, *Individual Development, Personnel Needs, Policy, Professional Personnel, *Professional Training, Program Administration, Program Development, *Vocational Education
Identifiers—California, Colorado, Connecticut, Education Professions Development Act, EPDA, Georgia, Illinois, Minnesota, New Jersey, North Carolina, Ohio, Oklahoma, Oregon

This report focuses on two programs launched by the U. S. Office of Education (USOE) for personnel development in vocational education. The two programs (section 552, Leadership Development Awards and section 553, State Systems for Personnel Development), created under part F of the Education Professions Development Act (EPDA), are examined in 11 states (California, Colorado, Connecticut, Georgia, Illinois, Minnesota, New Jersey, North Carolina, Ohio, Oklahoma, and Oregon) that received the initial section 553 grants in 1970, and in the 11 universities within these states that received the initial section 552 grants. The report examines issues in personnel development, state systems for personnel development, institutional systems for leadership development, achievements of EPDA's Part F-Section 552 and 553, implications for the future federal role in personnel development for vocational education. Content of the appendices is: EPDA's Part F, Section 553 Projects by Category (Fiscal years 1971-73); EPDA's Part F, Sections 553 and 554 Projects and Participants in the State of Oklahoma (1972-74); EPDA's Part F, Section 552 Graduate Dissertation Titles by Category. (HD)

ED 127 465

CE 007 660

Ellis, Joseph R.

An Exploratory Study of Professional Opinions and Current Practices Regarding Career Education for Exceptionally Gifted and Talented Students. A Final Report.

Northern Illinois Univ., De Kalb.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date Jul 76

Note—71p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Administrative Personnel, Administrator Attitudes, *Career Education, Cooperative Programs, Educational Planning, Exceptional Child Research, *Gifted, Literature Reviews, Program Coordination, Regular Class Placement, *Special Programs, State Surveys, *Talented Students

Identifiers—*Illinois

The study is concerned with the career education provided for exceptionally gifted and talented students in Illinois, is exploratory in nature, and adheres to the descriptive survey method. Following a review of related literature, results of the reports and opinions were gathered from educational administrators by questionnaire and interviews. Major conclusions are these: (1) Literature indicates that 1966-76 was a period of increased interest and activity in both career education and the education of exceptionally gifted and talented students, but not until the end of the decade does the literature reflect much concern for differentiated career education experiences for these students. Current programs and practices in this area are few in number and tend to be isolated. Virginia, North Carolina, and Florida appear to be leaders in providing these students with differentiated career education programs. (2) Interaction between educators primarily concerned with career education and educators primarily concerned with educating the exceptionally gifted and talented students is insufficient to achieve cooperative programs or integrate their efforts. Practices found to be most effective with these students are identified. The questionnaire and interview guide are appended, and educators' responses are listed in tables. Six recommendations based on the findings and conclusions are made to the Illinois Office of Education. (TA)

ED 127 466

CE 007 661

Beal, Marcia Corvi, Elizabeth

Around the World of Food: A Curriculum Guide on Foreign Foods.

Note—35p.; Part (four book titles) of page 27 and page 32 (suggested culminating activities) will not reproduce well due to light, broken type

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Cooking Instruction, Cultural Traits, *Curriculum Guides, Eating Habits, *Food, *Foods Instruction, *Foreign Culture, Health, Home Economics Education, Nutrition Instruction, Senior High Schools, Teaching Guides

Objectives, experiential/evaluative methods, and resources are presented in each section of this curriculum guide for a 16-week course in foreign foods. Intended for use with 11th and 12th graders, this guide gives (in historic sequence beginning with the fertile crescent) suggestions for examining the cultural as well as preparational aspects of food. It was developed to help broaden the student's knowledge in regard to: (1) Cultural information and influences on foods eaten, (2) new food tastes and experiences in food preparation techniques, and (3) terms, measurements and equivalents of different cultures. Brief generalizations are given about customs, food production, nutrition, and food preparation, (which are identified as factors that affect what people eat). (SH)

ED 127 467

CE 007 662

Kuriloff, Arthur H.

Principles of Training in Marine Corps Task Analysis. Training Manual I. Evaluation of the Marine Corps Task Analysis Program. Technical Report No. 7.

California State Univ. Foundation, Los Angeles.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date Dec 75

Contract—N00014-74-A-0436-0001

Note—36p.; For related documents see CE 007 018, 007 021, 007 017, 007 147, and 006 899

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Job Training, Manuals, Motivation, Program Evaluation, *Program Planning, *Researchers, Research Skills, *Skill Development, *Task Analysis

Identifiers—Marine Corps

This is the first in a series of five training manuals developed for use by the U.S. Marine Corps Office of Manpower Utilization (OMU) in its Task Analysis (TA) program. It is designed for trainers of OMU staff members assigned to the TA program, a research effort requiring interpersonal and research competence. Objectives of the manual are: (1) to recommend procedures and training materials for minimizing time required to orient and train new TA team members, (2) to increase the period of time new staff members will be productive on a TA team by shortening the indoctrination and training period, and (3) to upgrade skills for increasing the effectiveness and productivity of experienced or new members to TA teams. The initial section discusses individual competencies required for TA and qualifications for TA research. Motivation for training and learning is reviewed and recommendations to stimulate learning are made. Dimensions of the training problem are outlined and include determining the training content and method and evaluating the training. The final section discusses the skills required to support team performance in TA. A selected 6-item annotated bibliography is included to supplement the manual. (Author/WL)

ED 127 468

CE 007 672

Reesman, Cilla J. And Others

Worker Relocation 1965-1972: A Review of the Research and Operations Findings of MDTA Experimental and Demonstration Projects.

Northern Michigan Univ., Marquette. Div. of Continuing Education and Extension.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date [75]

Grant—21-26-74-34

Note—307p.

Available from—National Technical Information Service, Springfield, Virginia 22151

Document Not Available from EDRS.

Descriptors—Administrative Policy, *Cost Effectiveness, Depressed Areas (Geographic), Economic Development, Economic Research, *Employment, *Labor, *Manpower Utilization,

Mobility, *Occupational Mobility, *Relocation, Research Projects, Training, Unemployment, Unskilled Workers

Identifiers—Employment Service, Manpower Development and Training Act, MDTA, Mississippi Labor Mobility Project, North Carolina Labor Mobility Project, Northern Michigan Labor Mobility Project, United States

This report deals with the operations reports of 29 Manpower Development and Training Act (MDTA) Experimental and Demonstration (E and D) projects concerning the geographic relocation of workers under the MDTA's provisions and analyzes both the demonstration findings dealing with program feasibility, and the available empirical research concerning the economic outcomes of three relocation projects which were extensively researched. The report is organized into four parts. Part 1 presents a brief summary of the findings. Part 2 discusses relocation policy and regional economic problems in the U. S. Part 3 deals with the assessment of the research projects. Part 4 includes appendices of methodological analyses, summary charts and annotated bibliographies of operational E and D reports, and a bibliography of references used. The report concludes that: (1) Future E and D research projects should be provided with more guidance in the area of data gathering, (2) Administration of future relocation projects by the Employment Services (ES) will require operational modifications of the ES and contracting out of supportive services to disadvantaged clientele, (3) Preprogram characteristics are not reliable predictors of sufficient differences in net relocation ("success") rates to justify their use as selection criteria for primary workers, (4) relocation may be carried out with high levels of cost effectiveness in a variety of settings. (Editor/TA)

ED 127 469

CE 007 703

Delivering Vocational Instruction to Adult Learners.

Southern Illinois Univ., Carbondale.

Pub Date 76

Note—56p.; Photographs on pages 53-56 may reproduce poorly

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Adult Education, *Adult Learning, *Adult Vocational Education, Inservice Education, Instructional Design, Learning Characteristics, Resource Materials, Teaching Techniques, *Technical Education, *Vocational Education

This handbook is a result of a project in Adult Vocational Education undertaken by the Illinois Office of Education's Division of Adult, Vocational, and Technical Education, and the College of Education at Southern Illinois University at Carbondale. The handbook is intended to provide an introduction to adult vocational education for new teachers, and serve as a reference for planners and teachers of adult vocational education programs. The first section presents a rationale for adult vocational education through an analysis of actual and potential clientele for such programs, and the reasons for participation cited by adults. The second section illustrates learning characteristics of adults. A self-instructional program elaborating on the characteristics and reinforcing their importance is also included along with similar methods and techniques of adult learning. Section 3 provides an approach for defining and developing vocational instruction which can be readily accommodated to the adult learning characteristics. In this section data is provided for a discussion of alternate means for sequencing materials to facilitate learning. The final section includes references and resources for use by adult vocational educators, most of which are inexpensive and readily available. (Author/WL)

ED 127 470

08

CE 007 718

Speech Pathology Assistant. Instructor's Guide. A Suggested Guide for a Manpower Training Program.

National Association for Hearing and Speech Action, Silver Spring, Md.

Spons Agency—Department of Labor, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—39p.; For a related document see CE 007 719

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Curriculum, Curriculum Guides, Health Occupations Education, *Job Training, Learning Activities, *Medical Assistants, *Speech Pathology, Speech Therapy, Teaching Guides, Training Objectives

Designed to assist agency and university professionals in the organization of a program to prepare trainees for employment as speech pathology assistants, based on intensive clinical work with patients, this training guide is presented in the form of a suggested program outline of minimal knowledge and skill requirements to be obtained by the trainee. The nine teaching modules (each including training time, objectives, content outline, suggested activities, and suggested references) are titled: (1) Trainee Orientation, (2) Bases of Speech: Structure and Function, (3) Hearing, (4) Disorders, (5) Diagnosis Evaluation and Clinical Management Procedures, (6) Ethnic and Cultural Differences, (7) Exceptional Children and Adults, (8) Client Follow-up Procedures, and (9) Work Experience Training. A job description for a speech pathology assistant, suggestions on trainee qualifications, instructor's qualifications, and duration of training and programs are included along with a list of criteria for evaluating trainees and a brief glossary of professional terms and organizations. (WL)

ED 127 471

CE 007 728

Hoyt, Kenneth B.

Perspectives on the Problem of Evaluation in Career Education. Monographs on Career Education.

Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date [76]

Note—44p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrative Problems, *Career Education, Conference Reports, *Educational Assessment, *Educational Objectives, Evaluation Criteria, *Evaluation Methods, *Program Evaluation, Research Problems

This monograph summarizes the results of two mini-conference discussions on the general topic, evaluation of career education. It addresses three major points: (1) Problems involved in evaluation of career education, i.e., instrumentation, expectation, concept implementation, and perceived personal benefit, (2) examples of evaluation approaches currently utilized in career education by 12 professionals with direct responsibility for evaluation, and (3) learner outcomes (which are stated as goals and include consultant recommendations for each goal) appropriate for use in evaluating career education. Appendices list names and addresses of participants in the two mini-conferences. (SH)

ED 127 472

08

CE 007 729

Evans, Rupert N.

Career Education and Vocational Education: Similarities and Contrasts. Monographs on Career Education.

Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date 75

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Career Education, Career Planning, Definitions, Educational Objectives, Educational Problems, Goal Orientation, Job Enrichment, Job Satisfaction, *Vocational Education, Work Attitudes

The fact that career education and vocational education must rely on each other will not prevent conflicting views, due in part to their different genesis, goals, and types of persons served. Educators and evaluators of education should recognize that career education is now faced with a dilemma which many vocational educators have been unwilling to recognize: That it is extremely difficult to prepare workers who are both conformists and change agents, i.e., the question of job conformity versus job reform as goals of education. Even modest programs of career awareness, exploration, and preparation are likely to afford both blue- and white-collar workers new ways of looking at work as well as new opportunities for mobility. Career education and vocational education share the goal of making work possible, meaningful, and satisfying for everyone. (Author/TA)

ED 127 473

CE 007 731

Katz, Arthur J.

Education and the Uncommon Wheel. An Analysis of the Views of Thirty American Corporate Leaders on the Role of Educational Experiences in the Development of Successful Managerial Careers.

Pub Date Mar 76

Note—160p.; D.B.A. Dissertation, Golden Gate University

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Personnel, *Business Administration, *Employment Qualifications, Leadership Training, *Management Development, *Management Education, Managerial Occupations, Personnel Selection, Professional Education, Professional Training, Research, Supervisory Training

The views of thirty corporate executives were examined and analyzed on the role and usefulness of various types of formal, informal, and continuing educational experiences as preparation for successful careers in business management. Personal interviews were conducted with each executive, with similarities of attitudes and recommendations statistically summarized in the data analysis. The lack of meaningful correlative indices among the variables which related educational background and experience to senior executive achievement lent support to the premise that there is not necessarily a predictable cause/effect relationship. As a group, the respondents favored an undergraduate liberal arts orientation for executive career preparation. Respondents from scientific or technically oriented companies tended to advise those interested in a specific technology to pursue that course, and then add a Master's degree in Business Administration, and broaden their education later. However, educational background was clearly not held to be an important factor in the evaluation of candidates for top management. What appeared to count most at that level was the person's over-all ability, work record, future promise, and the extent to which they are sensitive toward, and can work with and through other people. (TA)

ED 127 474

CE 007 738

Mannebach, Alfred J. Stilwell, William E.

A Team Approach to Building Level Career Education.

Pub Date [75]

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrative Organization, Administrator Guides, Administrator Role, *Career Education, Cooperative Planning, Elementary Secondary Education, Interdisciplinary Approach, Models, Policy Formation, Program Coordination, Program Design, *Program Development, Program Planning, School Administration, *Team Administration, Teamwork

This paper provides school building principals, teachers, and counselors with a systematic approach for implementing a comprehensive career education program at the building level by organizing teams of multi-discipline and/or multi-professional roles, called Career Activities Teams (CATs), composed of two or more persons committed to integrating career education concepts and activities into the educational program. Two main functions of key CAT personnel are identified: (1) to prepare for program installation and (2) to implement the program. These two functions are expanded in this paper along with a detailed description of the eight interdependent and interrelated functions of the CAT System: (1) develop career activity teams, (2) assess present levels of career education performance, (3) specify career education goals/objectives, (4) plan career education program activities, (5) implement career education activities, (6) monitor career education activity outcomes, (7) maintain performance levels, and (8) maintain career activities reference system. A flow chart and outline of the CAT System and references are appended. (TA)

ED 127 475

CE 007 739

Feingold, S. Norman Hoffman, Fae E.

The "Job Finder." It Pays to Advertise.

Pub Date 75

Note—40p.

Available from—Bellman Publishing Co., Mail Order Dept. 1, P. O. Box 164, Arlington, Mass. 02174 (\$3.70)

Document Not Available from EDRS.

Descriptors—Career Awareness, *Career Exploration, Employment Opportunities, Job Applicants, Job Application, Job Market, *Job Placement, *Occupational Information, Publicize, *Resource Guides

This guide suggests positive steps for using trade magazines and newspaper advertisements for selective job placement and serves as a source of occupational information for use by students, adults, and counselors. Because more employers are placing help wanted ads in magazines, the guide contains a cross section of over 500 trade and professional journals which accept situation and/or help wanted advertisements. The list is keyed to career areas. The guide also provides suggestions for answering help wanted ads, preparing resumes and job letters, completing application blanks, and writing situation wanted ads. A selected bibliography is included. (TA)

ED 127 476

CE 007 741

Results of Workshop on Research Needed to Improve the Employment and Employability of Women.

Employment Standards Administration (DOL), Washington, D.C. Women's Bureau.

Pub Date Jul 76

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Affirmative Action, Careers, Employment, *Employment Problems, Equal Opportunities (Jobs), *Females, Minority Groups, Occupational Mobility, Part Time Jobs, *Research Needs, Research Projects, Research Reviews (Publications), Sex Discrimination, *Working Women, Workshops

The purpose of this workshop was to review research needs already identified, to determine other areas in which research needs are not being met, and to establish priorities among these areas. The recommendations which were made on subjects such as part-time employment, career patterns, upward mobility, and equal pay form a broad base on which research projects of benefit to women can be developed. Specific research and action recommendations were made for each of the following seven topics presented as papers: (1) "Barriers to Entry and Reentry into the Labor Force," (2) "Part-Time Work and Flexible Hours Employment," (3) "The Earnings Gap: Research Needs and Issues," (4) "Barriers to Promotion and Upward Mobility," (5) "Minority Group Women," (6) "The Conditions of Women in Blue-Collar, Industrial, and Service Jobs: A Review of Research and Proposals for Research, Action, and Policy," (7) "Upward Mobility for Private Household Workers." (Texts of the papers are not included in this report.) Three of the general recommendations made apply to the full scope of research: (1) All data in research projects should be collected and tabulated by sex, race, and ethnicity, (2) a clearinghouse of research on women should be established, and (3) provision should be made for "think research" to develop new and different ways of studying the issues. (TA)

ED 127 477

08

CE 007 742

An Assessment of Illinois Programs in Adult Basic Education.

Northern Illinois Univ., De Kalb. Graduate Studies in Adult Continuing Education.

Spons Agency—Illinois State Office of Education, Springfield. Adult and Continuing Education Section; Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—125p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Adult Basic Education, Curriculum Evaluation, Evaluation Methods, Models, *Program Administration, *Program Evaluation, State Programs, Identifiers—Illinois

The overall purpose of this evaluative project was to improve the administrative and programmatic aspects of public adult and continuing education programs in Illinois—particularly those funded under public law 91-230 (The Adult Education Act). A second major purpose was to provide a model for future evaluative efforts. Twenty local programs were evaluated, selected on a basis of size, geographic distribution, and balance of public school district and community college sponsorship. (Nine were operated by community colleges.) The general approach adopted was that of collaborative appraisal by local program staff

members and by outside persons with demonstrated expertise in adult education. Within the study emphasis was put on (1) self-study by those evaluated, (2) gathering useful data only, (3) putting data into usable form, (4) disseminating the findings to Illinois program directors, (5) helping adult-education personnel develop evaluative skills, and (6) demonstrating the pay off for evaluation. General findings are presented with summary, recommendations, and questionnaire responses under the eight criteria selected for appraisal: (1) Curriculum and Instruction, (2) Intra-Institutional Relationships, (3) Extra-Institutional Relationships, (4) Professionalism, (5) Evaluation and Follow-Up, (6) Physical Facilities, (7) Efficiency and Accountability, and (8) Supporting Services. Programs evaluated are listed in the appendices along with questionnaires and other instruments used. (WL)

ED 127 478

CE 007 745

Pierce, William F.

Lifelong Education—Into the Nation's Third Century.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 76

Contract—NE-C-00-4-0012

Note—24p.; Paper presented at the Career Education National Forum (2nd, Washington, D.C. February, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adult Education, *Adult Learning, Career Education, *Continuous Learning, Educational Objectives, Educational Policy, Speeches

This document, a presentation made at the Second Career Education National Forum, discusses concepts related to increasing the awareness and importance of lifelong education. Three kinds of education—formal, informal, and non-formal—are defined and described in relation to the need for non-restrictive educational settings and attitudes which would enhance and support lifelong education. Two things are cited that career education should impart to adults: first, it should provide each individual those skills required for him or her to take maximum advantage of every occupational and educational opportunity; and second, it should develop in each person a predilection toward continuing to learn throughout his/her life. In reference to adults, the facts remain that: (1) Large numbers of adults already express dissatisfaction with the three arbitrary stages of life (youth, adulthood, and old age), which assign educational activities to youth, (2) a large number of adults suggest that they have been conditioned to believe that education is for youth, (3) access to continuing education has been eased by advances in technology, increased leisure time, and other situations, and (4) there is no clearly formulated policy framework for adult activities and educational opportunities. Suggestions are made for ways of establishing lifelong learning attitudes and how such attitudes are significant. References are included. (WL)

ED 127 479

CE 007 782

Niemi, John A.

Dissemination Models: Dynamic Ways to Get the Message Out.

Pub Date Aug 76

Note—17p.; Paper presented at the Virginia Adult Basic Education Dissemination Conference (Staunton, Virginia, August 12, 1976); Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrator Role, *Adult Basic Education, Agency Role, Board of Education Role, Delivery Systems, Educational Development, Educational Research, Federal Programs, *Information Dissemination, Information Networks, Information Utilization, *Models, Research Directors, State Agencies, State Departments of Education, *Statewide Planning

In response to the need of Adult Basic Education (ABE) practitioners for means of disseminating information concerning new ideas and practices in their field (particularly the results of "309 Projects" funded under Title III of the Amendments to the Elementary and Secondary Education Act of 1966), The Iowa Model was developed in which the disseminator is the Department of Public Instruction (DPI) working

through the "309 Project Directors." The model satisfies the demand for accountability by building in a rationale that emphasizes planning on the basis of local needs, constructing rationales for individual proposals, field testing of innovations, and dissemination of the outcomes. Also involved in each of the three phases of the model (Planning, Testing, and Dissemination) are various information systems, particularly the Educational Resources Information Center (ERIC) through its Clearinghouses on Career Education and Adult Education. In Phase I a search of the literature is conducted, rationale developed, a proposal written and submitted to the DPI for funding. Phase II involves the carrying out of activities described in the proposal, culminating in the design of new practices and materials based on results of field tests. An important element is the establishment of a communications network among project directors. Phase III is a 2-pronged approach to dissemination (1) utilizing the informal network of project directors and (2) utilizing the user networks of the Clearinghouses. Focus is on three dissemination approaches: impersonal communication and personal communication from the DPI, through the project directors, to the practitioners, and such communication between these groups and the Clearinghouses. Possible dissemination media include radio, television, local access cable television, newspapers, newsletters, professional journals, brochures, personal sources, telephone, consultants, Telenet, workshops, conferences, and college courses. (JT)

ED 127 480

CE 007 806

Sandau, Roger

Elementary School Industrial Arts. A Synopsis of Programs in Minneapolis Schools.

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Curriculum Design, Curriculum Development, *Elementary School Curriculum, *Industrial Arts, Program Descriptions, Program Design, School Administration, *School Shops

This paper is addressed to elementary school principals and teachers who wish to pursue the possibility of having an industrial arts program in their school. Benefits of the program to children and safety practices are discussed. Five program models currently used in Minneapolis are detailed briefly. The five model types are: classroom, prep time, special education, interest centers, and technology centers. As a guide to setting up a program, a list of general suggestions is provided for hand tools, materials, and equipment needed. (TA)

ED 127 481

CE 007 807

Microfiche Set of Documents Announced in Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM), Volume 9, Number 3.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Note—2,497p.

EDRS Price MF-\$4.67 Plus Postage. HC Not Available from EDRS.

Descriptors—Agricultural Education, Business Education, Career Education, Distributive Education, Documentation, *Educational Research, Health Occupations Education, Home Economics Education, Industrial Arts, *Instructional Materials, *Microfiche, Resource Materials, *Technical Education, Trade and Industrial Education, *Vocational Education

Documents announced in the Volume 9, Number 3 issue of "Abstracts of Instructional and Research Materials in Vocational and Technical Education" (AIM/ARM) and not available under individual ED numbers are included in this microfiche set. Microfiche availability for these documents is shown in the VT-ED Number Cross Reference List included in AIM/ARM, Volume 9, Number 6. The microfiche set is arranged in the following sequence: (1) a VT number list of those documents in the microfiche set for Volume 9, Number 3, and (2) the full text of documents listed, in ascending VT-number order. The documents are filmed continuously. (Author)

ED 127 482

CE 007 934

Moldan, Carol And Others

Introduction to Vocations: Comprehensive Middle School Program.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date Jul 76

Note—139p.

Available from—New Jersey Vocational Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$3.00 plus postage)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Career Awareness, *Career Exploration, *Curriculum Development, Instructional Materials, Intermediate Grades, Junior High Schools, *Lesson Plans, Middle Schools, *Occupational Clusters, Prevocational Education, *Teaching Guides

Specific emphasis of this handbook is on the integration of 15 career clusters into an existing curriculum for grades 7 and 8. It is intended particularly for teachers who are exploring the various occupational clusters for the identification of the various career opportunities with their students. The 15 occupational cluster topics included are: Agri-business and natural resources, business and office, communications and media, construction, consumer and homemaking, environment, fine arts and humanities, health, hospitality and recreation, manufacturing, marine science, marketing and distribution, personal services, public services, and transportation. Each cluster is presented as a unit of study for three to four weeks' duration. Example ideas for cluster-related lesson plans are provided for the areas of English, math, science, social studies, and other disciplines. Emphasis is centered around the Career Development theme which includes: (1) Student evaluation of his or her characteristics, (2) exploration of broad occupational areas, (3) introduction to the psychological and sociological meanings of work, (4) introduction to the economic and social values of work, (5) identification and explanation of educational and skill development avenues, and (6) development of the student's process of decision-making. Each section includes an introduction to the occupational cluster, a listing of sample occupations, suggested learning activities, and resources. (Author/TA)

ED 127 483

08

CE 008 006

We Are Tomorrow.

North Dakota Association of Student Councils, Bismarck.

Spons Agency—North Dakota State Board for Vocational Education, Bismarck.

Report No.—VT-103-083

Note—32p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Career Awareness, Career Choice, *High School Students, Information Dissemination, Information Sources, *Occupational Information, Questionnaires, *School Surveys, Senior High Schools, *State Surveys, Student Attitudes, *Student Opinion

Identifiers—North Dakota

A study used in implementing a career development project undertaken by the North Dakota Association of Student Councils was undertaken to: (1) Survey and analyze the opinion of the secondary students in the state of North Dakota toward their knowledge of career and occupational information, (2) determine if public secondary education is giving adequate career and occupational information to students, and (3) determine where students were learning about careers. A total of 7,456 eleventh and twelfth grade students from 45 schools participated in the study. Results are shown by the variables of sex, grade, and size of school. Conclusions and a descriptive summary of results are also given and the questionnaire is appended. (SH)

ED 127 484

08

CE 008 008

Career Awareness Resource Center. Final Report.

Beaverton School District 48, Oreg.

Spons Agency—Oregon State Dept. of Education, Salem. Career and Vocational Education Section.

Report No.—VT-103-085

Bureau No.—E-A-97-74

Pub Date 1 Feb 76

Grant—SEA-34-048-031

Note—161p.; Not available in hard copy due to marginal reproducibility of the original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Awareness, Career Education, *Catalogs, Evaluation Methods, Instructional Materials Centers, Research Projects, Resource Centers, *Resource Materials, Systems Approach, Systems Development, Teacher Centers

The process used to develop a cataloging and retrieval system for career awareness materials is presented in this project report. It is noted that the system would enable teachers to request materials from a resource center under a wide variety of classifications which complement many different teaching approaches. The procedures and outcome for developing a cataloging and retrieval system (which include developing a catalog of career materials, evaluating the materials, and devising a method for circulating materials for teacher use) are outlined. Appendices include: (1) personnel involved in the project, (2) guidelines for establishing a resource center, (3) materials evaluation form, (4) systems evaluation report, (5) Career Awareness Resource Materials Catalog, which lists the names and addresses of 48 publishers and includes an annotated bibliography, (6) report of teachers' evaluation of a trial career resource catalog, (7) sample interview questions about career resource catalog use, and (8) teacher comments from the career awareness resource catalog interviews. (SH)

ED 127 485 **CE 008 072**

Perkins, Lawrence H.

The Evaluation of the Leon District Career Education Project, Grades K-14. Final Report. (June 1973 to July 1975).

University of West Florida, Pensacola.
Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Report No.—VTAD-D-5-002

Pub Date [75]

Note—113p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Career Education, Developmental Programs, Elementary Secondary Education, Federal Programs, *Pilot Projects, *Program Descriptions, *Program Evaluation, School Districts, State Programs

Identifiers—Florida

Both process and product objectives are focused on in this evaluation report. The design for the process element centered upon the eight major areas of developmental activities, or components, defined for preparing and implementing the career education program: (1) Elementary School Program, (2) Middle School Program, (3) Secondary/Post Secondary School Program, (4) Counseling and Guidance Services, (5) Career Information, Placement and Follow-Up Service, (6) In-Service Education Programs, (7) Community Involvement Programs, and (8) Materials Development and Dissemination Service. All available data sources are reviewed and analyzed in terms of the stated objectives for each of the eight components. The product evaluation involved a student testing program at all instructional levels using an experimental/control group. Test results are reported and the findings summarized. Based on conclusions regarding the achievement of process and product objectives, recommendations are presented for future implementation. Appended are a bibliography and list of data collection instruments used. (RG)

ED 127 486 **CE 008 090**

Kelley, S. C. Chirikos, T. N.

The Policy Value of Manpower Planning in the United States.

Pub Date 76

Note—27p.; Paper presented at the Conference on Modeling and Simulation in Engineering Manpower Studies (National Academy of Science, Washington, D. C., February 9, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Employment Projections, *Labor Market, *Manpower Development, *Manpower Needs, *Manpower Utilization, Needs Assessment, Policy, Policy Formation, *State of the Art Reviews, Values

Identifiers—United States

This paper discusses the limitations of manpower planning activity as a source of policy criteria and suggests some directions for improv-

ing the state of the art. Sections I and II of the paper begin with a general discussion of the conceptual and institutional requisites of manpower planning in policy analysis and formulation. Section III extends the discussion by examining the current state of the art in estimating future manpower requirements and the effects of conceptual and institutional factors on knowledge generation and policy analysis. It also examines the effects of these constraints on estimations of future manpower supplies and the interaction of supply and requirements. Section IV suggests some possible means for enhancing the policy value of manpower planning. (Author/WL)

ED 127 487 **95** **CE 008 099**

Project CAREER/CAN. Final Evaluation Report.
National Educational Evaluation Services, Inc., Chestnut Hill, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.; Office of Education (DHEW), Washington, D.C.

Pub Date Jul 74

Grant—OEG-73-3967

Note—110p.; For related documents see CE 008 098 and 008 100-101. Portions of the appendix may not reproduce well because of light, broken type

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Career Education, Computer Oriented Programs, *Curriculum Design, Curriculum Development, Delivery Systems, Elementary Secondary Education, Information Systems, Instructional Materials, Material Development, Occupational Guidance, *Occupational Information, Post Secondary Education, *Program Evaluation, Summative Evaluation

Identifiers—*Project CAREER

A description and evaluation of (1) the development of the 4-column process which completes the behavioral objective data base, (2) the development of the computer retrieval capability, and (3) the pilot testing of the product in high school classrooms are included in this summative evaluation of Project CAREER/CAN. (Goals of Project CAREER/CAN, which is a component of the larger Project CAREER, focused on the development of information and delivery systems which would cut across grade lines and provide career information to students and teachers in Grades K-14. The Project structure enabled further development of the behavioral objectives product to include four columns of curricular information: prerequisite learnings, component tasks, environment, and concepts.) This report contains a review of the component in terms of project administration and personnel, achievement of stated objectives, and cost effectiveness. Major conclusions presented are: (1) The product is about 90% complete and is a highly transportable product, (2) computer retrieval capability is available for several useful configurations of data, and (3) although the pilot test established the feasibility of using this product in the classroom, it was too limited and ineffectively monitored to provide more than rudimentary data for further product development. Appended are a report from a pilot high school on use of Project CAREER learning activity packages, teacher survey questionnaire, and the editor's manual for 4-column development. (Author/RG)

ED 127 488 **95** **CE 008 101**

Project CAREER/Guidance. Final Evaluation Report.

National Educational Evaluation Services, Inc., Chestnut Hill, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 30 Jul 74

Grant—OEG-0-72-4651

Note—76p.; For related documents see CE 008 098-100

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Behavioral Objectives, Career Awareness, *Career Education, Career Exploration, Career Opportunities, Computer Oriented Programs, *Elementary Secondary Education, Occupational Guidance, Occupational Information, *Program Evaluation, *Summative Evaluation

Identifiers—*Project CAREER

The guidance component of Project Career is evaluated in this report in terms of project per-

sonnel, achievement of stated objectives, accomplishments, information dissemination, and cost effectiveness. (The goal of the guidance component was to field test occupationally validated behavioral objectives in a K-12 career development program.) Data was gathered from interviews with project, onsite, and subcontracted personnel, questionnaire surveys, review of documents, visitations, consultation with outside experts, and product evaluation. Activities conducted by project personnel at three pilot school systems are described, providing an overall view of project implementation. The report concludes that although the guidance component of Project CAREER was handicapped by the lack of complete data from the parent project with which to implement the guidance use intended by project objectives, it did succeed in developing and implementing at all levels, on a limited scale, a number of materials and activities relevant to the project and to the eventual availability of the Project CAREER data bank. Appended is a list of Project CAREER/Guidance presentations. (TA)

ED 127 489 **CE 008 112**

Queen, Nettie, Ed. Smith, Hubert, Ed.

Job Placement Services: An Open Door to Opportunities.

Prairie View A and M Univ., Tex. School of Education.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrator Guides, Employment Services, Guidelines, *High School Students, *Job Placement, *Public Schools, Pupil Personnel Services, School Personnel, Secondary Education, *Staff Role, *Student Placement

General information about job placement services for high school students and suggestive measures for implementation are included in this brochure prepared for school personnel. Several reasons for utilizing placement services in public schools are offered as well as suggestions concerning the roles and responsibilities of the placement coordinator and other personnel and agencies. Other topics include the requisites of a successful program, recordkeeping, and suggested steps in program implementation. Specific functions of persons concerned with implementation of placement services in public schools are listed and charted. (NJ)

CG

ED 127 490 **95** **CG 010 699**

Cormany, Robert B. Paxton, James E.

Guidance and Counseling in Pennsylvania: Status and Needs. Research Study.

West Shore School District, Lemoyne, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—163p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Counseling Services, *Demography, Elementary Secondary Education, *Guidance Services, *Needs Assessment, Program Evaluation, *Pupil Personnel Services, Pupil Personnel Workers, Surveys

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III, *Pennsylvania

This project is an attempt at a statewide collection of baseline information on guidance counselors and the services being offered by those counselors in the school districts of Pennsylvania. Data were collected on: (1) counselors; (2) guidance program characteristics as described by counselors; and (3) the various publics being served by the guidance programs. Data were collected from counselors, students, parents, teachers and administrators. It was expected that the baseline information would aid in planning in-service programs, point out to counselors discrepancies in expectations, and help other communities in carrying out evaluations. The project had an advisory committee representing a spectrum of grade levels, professional affiliations and experience. The data suggest that the area most in need of attention is that of communication. The report discusses the ways in which the research

results were disseminated, and the uses to which it could be put. (NG)

ED 127 491 CG 010 708

Schwartz, Alan J.

The Energetic Starvation of School Children.

Pub Date [75]

Note—25p.; Paper presented at the 1975-76 State Convention of the Iowa Personnel and Guidance Association (Des Moines, Iowa, October 30-November 1, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavior Theories, *Counseling Theories, *Counselor Role, *Educational Environment, Elementary Secondary Education, *Humanism, School Environment, *Self Actualization, State of the Art Reviews
Identifiers—*Bioenergetics, *Holism

The human being is an organism consisting of body-feelings-mind. Any displacement of this integration of self causes a blocking of personality often expressing itself in neurotic behavior. The one obvious factor presenting itself in the counselor's office is neurotic behavior. The therapeutic fields of bioenergetics and gestalt have contributed to helping human beings by bringing to awareness these blockings. Specifically, the trauma of growth leaves its mark in the blocked musculature of the body. This blocking of energetic movement inhibits us from self-actualizing. To be of value to the total person, these factors must be dealt with. The counselor who is able to recognize energetically deprived people can render service to such people in much more depth. The author discusses a workshop which experientially investigates energy systems within the gestalt context. Participants have a chance to understand theory as well as release their blocked energy in a low-risk situation. (Author)

ED 127 492 CG 010 709

Conyne, Robert K. Harding, Elizabeth O.

Campus Environmental Assessment/Design: Two Mapping Approaches for Campus Change, Advocacy, and Consultation.

Pub Date Apr 76

Note—17p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Counselor Role, Environmental Influences, *Student College Relationship
Identifiers—*Environmental Assessment Inventory, *Mapping

This paper includes four components: (1) short theoretical presentation of campus environmental assessment/design; (2) presentation of two large mapping procedures and their implications for campus community consultation; (3) integration of assessment data with consultation for environmental design purposes; and (4) discussion of paraprofessional involvement in assessment/design. Following the theoretical presentation, the authors discuss two mapping procedures implemented by the Illinois State University Student Counseling Center. The first is a randomized telephone survey of environmental impacts on students, and the second is an on-going monitoring of campus environmental impacts using the Environmental Assessment Inventory (EAI, Conyne and Harding, 1975) and Environmental Assessment Inventory-Group (EAI-G, Conyne and Harding, 1975). Results of these approaches, each conducted by Counseling Center paraprofessionals, are presented and their significant implications for consultation are discussed. The paper focuses on the integration of environmental assessment with consultation activities which result in environmental design. Essentially, we address the relevant question, "How are data translated to action?" Specific environmental design procedures are described with concrete examples drawn from our experience. (Author)

ED 127 493 CG 010 710

Arnold, Roger S.

Human Institutions and Values: Report on a Symposium.

Pub Date [75]

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Counseling Effectiveness, *Environmental Influences, *Humanism, *Institutional Environment, Institutional Role, *Mental Illness, Psychotherapy, Social Problems, State of the Art Reviews, *Values

This paper examines the values of society's basic institutions such as the family, the school, religion, business and government from the psychotherapist's point of view. Dr. Donald J. Tyrell states the problem: "the person suffers harm from the institution; he seeks help from the psychotherapist to undo the damage; he returns to the institutional setting and the hard-won psychological gains are gradually eroded so that he again returns to the therapist or gives up." In an effort to determine if and why the stated values of an institution are generally inoperative, the author invited one representative from several major institutions, and asked each the following questions: (1) What are the core positive values that you try to promote in your institution? (2) Has your work necessitated an actual shift in priority with regard to the interpretation and implementation of these values? and (3) What are the negative values operative within your institution? The author concludes that the vicious circle described does not originate from the basic value structure of the institutions but from failure of the leaders and members of these institutions to realize them authentically and responsibly. (Author/HMV)

ED 127 494 CG 010 711

Comas, Robert E. Day, Robert W.

Career Exploration for College Students: A Report on a Program.

Pub Date [73]

Note—18p.; Paper presented at the meeting of the Southern Association for Counselor Education and Supervision (Mobile, Alabama, October 5-7, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Career Exploration, *College Students, *Counseling Programs, *Course Descriptions, *Decision Making Skills, Higher Education, *Occupational Guidance, Program Descriptions, Vocational Counseling

The realization of an acute need to help undergraduate students identify meaningful educational and vocational goals led to the development of Career Exploration at the University of Alabama. The overall purpose of the course was to provide interested students from all schools and colleges a comprehensive, developmental program of self exploration, development of skills of decision-making, exploration of educational and career possibilities, and contact with the world of work. The course format consisted of four major components: information sessions, group counseling sessions, individual appraisal and counseling, and on-the-job field work experiences. Course evaluation indicated that the 86 participants generally agreed that the course had either helped them make a career decision or provided skills to assist in making a decision at a later date. (Author)

ED 127 495 CG 010 712

Alternative Learning Community Slide Presentation.

Pub Date [75]

Note—8p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Alternative Schools, *Continuation Education, *Educational Alternatives, Educational Programs, High School Students, *Instructional Aids, *Program Descriptions, Secondary Education, *Student Needs

What do you do with a destructive student within the traditional framework who is threatened with expulsion? How about the conflicted student with personal and family problems who cannot tolerate a large classroom situation? Is there a place for the pregnant married or unmarried youngster who is too embarrassed to face her classmates? Do you abandon students with severe financial problems who want to complete their education but must work long hours to help at home? Must they drop out of school? Recently, the Normandy School District in St. Louis County has established a federally funded, Title 7 Alternative Learning Community Center for the turned off students within their school district. This paper is the script of the commentary which accompanies a slide presentation designed to describe the program offered through the Center. Although the slides are not included, the description is complete without them. (Author/CJ)

ED 127 496

CG 010 713

Morgan, James I.

Licensure: The Challenge to Counseling Practitioners.

Pub Date Apr 76

Note—8p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Certification, *Counselor Certification, *Counselors, *Psychologists, *Standards, State of the Art Reviews, *State Standards

This paper discusses potential problems of non-licensable counselors and psychologists in counseling center settings. Special mention is made of potential problems of non-licensable center directors in view of the standards established by the International Association of Counseling Services, Incorporated, and the Standards for Providers of Psychological Services of the American Psychological Association. It further discusses implications of independent licensing of counselors as "health service providers," and mentions the attempt in Florida to rewrite psychologist licensing regulations to allow doctoral level counselors to qualify as psychologists. (Author)

ED 127 497

CG 010 714

Deasaran, Ramesh

Educational Aspirations, What Matters? A Literature Review.

Toronto Board of Education (Ontario). Research Dept.

Pub Date Nov 75

Note—99p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Academic Aspiration, Aspiration, *College Bound Students, Higher Education, Research Projects, Rural Urban Differences, *Sex Differences, *Social Differences, *Student Motivation

The literature review attempted to identify: 1) what we know and don't know about post-secondary aspirations, expectations, and access; and 2) where and how it is possible for us to embark on solutions or further investigation. The research in this area has been heavily sociological. Socio-economic background, family size, community origins, availability of educational facilities, birth order, sex, language, ethnicity, significant others, and information access were generally used as independent or background variables with students' aspirations and expectations as dependent variables. The relationships are now quite clear. For instance, statistical comparisons show that a lower-class student from a rural background has less chance of aspiring or expecting to enter university than his rich, urban counterpart. Females have less chance than males. So do students from large families, especially lower-class families. While these variables do interact, the general relationships hold even when mental ability is controlled. However, we do not have a full understanding of the relative influence of students' financial ability or value orientation. While some believe that money matters, a significant portion of the relevant research, at least tentatively, suggests that attitudinal factors are as important as financial considerations. We also do not have a clear understanding of some of the psychological variables which may mediate between students' sociological conditions and their post-secondary plans. Some suggestions are made for further research and the school's role. (Author)

ED 127 498

CG 010 715

de Cispkes, Robert A. Rowe, Wayne

The Influence of Residential Setting on Vocational Interests.

Pub Date [67]

Note—14p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academically Handicapped, *Comparative Analysis, Educable Mentally Handicapped, *Institutionalized Persons, *Mentally Handicapped, Research Projects, *Residential Care, Sheltered Workshops, *Vocational Interests

Identifiers—*Picture Interest Inventory

The influence of type of residence, institution or community, on the direction and/or realism of vocational interest was investigated using 60 sheltered workshop-employed, mentally retarded young adults. The Picture Interest Inventory was used as the measure of vocational interest. Statistical analysis of cell means indicated that the community-based group scored significantly higher ($p < .05$) on both the mechanical and scientific interest scales. Further, the community-based group scored consistently lower ($p < .10$) than the institutionalized group on the time perspective scale, which is an indication of more realistic vocational interests for mentally retarded persons. The results of this study seem to suggest that the influence of institutional settings on the development of vocational interest for the mentally retarded is in a narrowed and unrealistic direction. (Author)

ED 127 499 CG 010 716

Toborg, Mary A. And Others
Treatment Alternatives to Street Crime (TASC): Individual Project Reports. Volume 1, Chapter 4, Miami TASC.

Lazar Inst., Washington, D.C.
Spons Agency—National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date Aug 75

Grant—75-NI-99-0062

Note—40p.; Not available in hard copy due to marginal legibility of original document; For related document, see CG 010 717

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. HC Not Available from EDRS.

Descriptors—*Correctional Rehabilitation, *Criminals, *Drug Abuse, Drug Addiction, Program Descriptions, *Rehabilitation Programs

Identifiers—Florida (Miami)

As part of a Phase I evaluation study of the Treatment Alternatives to Street Crime (TASC) program, The Lazar Institute visited ten TASC projects, including the one in Miami, Florida. Results of this stage of the study have been provided to LEAA's National Institute of Law Enforcement and Criminal Justice in three volumes. The materials in those volumes which pertain to Miami TASC have been separately bound into this report, which includes: (1) the introductory chapter, describing the purpose and scope of the full study; (2) the narrative description of the Miami project (Chapter 4 of the study); and (3) the flow diagram of the Miami TASC intervention. The Miami TASC program is designed to identify drug-abuse arrestees and divert them to either jail treatment or one of the Miami community's drug treatment programs. Clients may be referred to treatment prior to or after disposition of the charges against them. The project has five major operational components: (1) screening; (2) intake; (3) tracking, evaluation and research; (4) vocational rehabilitation; and, (5) jail treatment. This report describes all five components and discusses some feasible evaluation measures along with flow measures. (Author)

ED 127 500 CG 010 717

Miami Treatment Alternatives to Street Crime Project: A Review and Analysis of Performance, Accomplishment and Impact.

Dade County Dept. of Drug Programs, Miami, Fla.

Spons Agency—Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Pub Date [76]

Note—14p.; Not available in hard copy due to marginal legibility of original document; For related document, see CG 010 716

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. HC Not Available from EDRS.

Descriptors—*Correctional Rehabilitation, *Criminals, *Drug Abuse, Drug Addiction, Program Descriptions, *Rehabilitation Programs

Identifiers—Florida (Miami)

This report, submitted as an appeal for continuation of funds, summarizes the achievements of the Miami Treatment Alternatives to Street Crime (TASC) project. The project is designed to identify drug-abusing arrestees and divert them to either jail treatment or one of the Miami community's drug treatment programs. Included in this report are cost analysis figures regarding rehabilitation vs. incarceration along with an enumeration of benefits the community has received from this project. (HMV)

ED 127 501

Gardner, George E.

Conflicting Needs and Models in Respect to the Delivery of Mental Health Services for Children. National Inst. of Mental Health (DHEW), Rockville, Md.

Report No.—DHEW-ADM-75-160

Pub Date 74

Note—18p.; Seymour Vestermark 5th Annual Memorial Award Paper

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HC \$3.35, Stock Number 1724-00410)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavioral Sciences, *Children, *Mental Health, *Psychiatrists, *Psychiatry, Social Problems, *Social Services, State of the Art Reviews

The author discusses some of the conflicts now facing professionals, particularly those who work with children in the mental health field. He focuses on three conflict areas: the enormity of the task, the best method or theory involved in problem solving, the counselor's need to rehabilitate the patient vs. the need for social changes. The author concludes, however, that despite these conflicts, child mental health workers are moving into a progressive and more enlightened era. (HMV)

ED 127 502 CG 010 719

Heyneman, Stephen P.

Toward Interagency Coordination; FY '75 Federal Research and Development Activities Pertaining to Adolescence. Third Annual Report.

George Washington Univ., Washington, D.C. Social Research Group.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date Dec 75

Contract—HEW-100-75-0010

Note—206p.

EDRS Price MF-\$0.83 HC-\$1.37 Plus Postage.

Descriptors—*Adolescence, Annual Reports, Federal Government, *Federal Programs, *Government Role, *Interagency Cooperation, *Research, Teenagers

The function of the Interagency Panel for Research and Development on Adolescence is to address the need in the Federal government to share meaningful research findings, to discuss plans, share problems, and to coordinate activities. This is the Panel's Third Annual Report and it includes the following discussions: (1) a summary of the year's activities of the Interagency Panel; (2) a summary of some of the major issues concerning youth and youth participation; (3) the utilization of the Panel's information system; (4) an analysis in some detail of the frequency and distributional patterns of current Federal research and development projects affecting youth; and, (5) a separate discussion of each of the 23 member agencies which participate on the Interagency Panel for Research and Development on Adolescence. (Author)

ED 127 503 95 CG 010 720

Farber, Nathan

Early Childhood Preventive Curriculum Demonstration Center, ESEA, Title III.

Dade County Public Schools, Miami, Fla. Early Childhood Preventive Curriculum Demonstration Center.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [75]

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Ability Identification, *Change Agents, *Diagnostic Teaching, *Early Childhood, Educational Diagnosis, Elementary Education, *Identification Tests, *Learning Difficulties, Prevention, Program Descriptions

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

A comprehensive program for the early identification and remediation of kindergarten and first grade students' learning needs has been developed and implemented in Dade County, Florida. The diagnostic aspect of the program includes the screening of all kindergarten and first grade students. This is referred to as the K-1 Diagnostic Survey Program. The purpose of the program is that of early detection of the variety of difficulties that might impede the learning

process and to recommend the most appropriate educational placement for each pupil who has an identified problem. Approximately 30,000 students were screened during the 1974-75 school year. Another aspect of this comprehensive approach is the Early Childhood Preventive Curriculum, (ECPC). This is a preventive program focusing on students in the first grade. The emphasis is on the early correction of problems which may cause learning disabilities as the child matures. The ECPC program was awarded an Educational Pacesetter Award by the President's National Advisory Council on Supplementary Centers and Services. This program brings to the attention of pupil personnel workers the availability of a systematically organized approach to the identification and remediation of student learning needs. Pupil personnel workers can be effective instruments for educational change. (Author)

ED 127 504 CG 010 723

Fergus, Esther O. And Others

Factors Related to Social-Emotional Problem Behavior in Nursing Homes.

Pub Date [73]

Note—18p.; Paper presented at the Annual Meeting of the Gerontological Society, 28th, Louisville, Kentucky, October, 1975

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavioral Science Research, *Behavior Patterns, *Emotional Adjustment, *Nursing Homes, *Older Adults, Personal Care Homes, Research Projects, *Senior Citizens, *Social Factors

Data on demographics, physical capability and social-emotional behavioral variables for 134 residents between the ages of 50 and 96 were collected in four nursing homes to examine the dimensions related to problem behaviors. Social-emotional behaviors related on six scales of reliabilities ranging from .90 to .74. The scales included depression, social interaction, cognitive functioning, physical hostility, verbal hostility and high hospitalization risk. Correlational analysis revealed that physical disability was significantly related to cognitive functioning, social interaction, and messy behavior. Another finding was that place of living prior to entry into the nursing home significantly related to behavioral problems. This finding has implications for creating various types of programs at the time of entry into the nursing home for the new residents. Interestingly, age related significantly to cognitive functioning and social interaction, and had no significant relationship with verbal hostility, physical hostility, psychotic behavior and meanness. It is of interest that depression had a significant negative correlation with age. These findings have implications for testing preventive psycho-social approaches for different types of residents in nursing homes. (Author)

ED 127 505 CG 010 724

Grote, N. P. Baumhover, L. A.

Voluntary Associations, Life Satisfaction, and Other Correlates of Participation in Programs for the Elderly. A Preliminary Analysis.

Alabama Univ., University. Center for the Study of Aging.

Spons Agency—South Alabama Regional Planning Commission.

Pub Date 75

Note—12p.; Paper presented at the Annual Meeting of the Gerontological Society, 28th, Louisville, Kentucky, October, 1975; not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Programs, Community Programs, *Gerontology, Outreach Programs, *Participation, Physical Health, Research Projects, *Senior Citizens, Social Psychology, *Socioeconomic Status, Speeches, *Volunteers

Identifiers—*Life Satisfaction, Older Americans Act Title VII

The relationship between life satisfaction and voluntary association membership is passing through its descriptive phases and is now being examined in depth. As part of a three-year longitudinal study to evaluate a Title VII program, this data reports on an analysis of life satisfaction, voluntary association membership, health status, and SES among program participants and non-participants within the same AAA. Sampling procedures consisted of proportional allocation

by systematic random method. Three groups were chosen: (1) program participants surveyed at Time II; (2) non-participants surveyed at Time I; and (3) non-participants never surveyed. An analysis of covariance was run to determine if any of the independent variables had a significant effect on life satisfaction. Findings support Cutler's thesis (1973) that the effects of status and health lead to a weak relationship between voluntary association membership and life satisfaction. Apparently voluntary associations include participants in good health who are financially able to participate. Implications are discussed to improve program participation by developing alternative strategies to involve low income groups in good health. (Author)

ED 127 506 CG 010 725

Romanyshyn, Robert D.
Behavior, Experience and Expression: Some Research Considerations.
Pub Date [75]

Note—39p.; Paper presented at the Annual Meeting of the American Psychological Association, (83rd, Chicago, Illinois, August 30 to September 2, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Affective Behavior, *Attitudes, Background, *Behavior Patterns, *Early Experience, Emotional Experience, Perception, Psychological Studies, *Research Methodology, Research Projects, Self Expression, Social Behavior, *Social Experience
Identifiers—*Nostalgia, *Phenomenological Evaluation

Utilizing research conducted on nostalgia, this paper shows how a phenomenological approach assists in understanding behavior, experience and expression. Moreover, a clearer understanding of them aids one's research with and comprehension of nostalgia. Human action can be studied from the experiential, behavioral and expressive perspectives. These perspectives are as much statements about attitudes toward action as they are about human action itself. Human action is the dialectic behaved-experience, experienced-behavior, and as such, this dialectic possesses a lateral depth. Experience and behavior are maximally visible from the attitudes of the actor and the observer, respectively. Differing attitudes indicate differing approaches toward nostalgia, and these methodological considerations are discussed. From the perspective of experience the world of nostalgia reveals the faces of betrayal and fulfillment. The behavioral perspective shows that behavior lends ground for the figurative experience of nostalgia. Behavior situates nostalgia in relation to the norms of the body, history, and the situation of action. Expression unfolds the distance of the actor from these norms and the actors' intentionality. Methodologically, expression concerns the intentional meanings of nostalgia; behavior gives the normative conditions of nostalgia; and experience reveals the structural meanings of the world of nostalgia. (Author)

ED 127 507 CG 010 726

Thompson, Charles L. Cates, Jean T.
Teaching Discipline to Students: An Individualized Teaching-Counseling Approach.
Pub Date [75]

Note—27p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Discipline Problems, Educational Psychology, *Individualized Programs, Instructional Design, *Intervention, Misbehavior, Primary Education, *Reinforcers, Research Projects, Speeches, *Teacher Guidance, *Timeout

The purpose of this study was to determine whether or not the treatment process of individualized lesson plans for teaching discipline to children was effective in reducing time-off-task and disruptive behaviors, while increasing time-on-task and appropriate social behaviors. The study was conducted at a primary school in Knoxville, Tennessee. Each of six teachers selected their most serious problem student as subjects for the study. Three students from the Department of Educational Psychology and Guidance of The University of Tennessee were employed and trained as observers. A multiple baseline design was employed which provided for the introduction of the intervention strategy at

different times for each subject. It was hypothesized that the individualized approach to teaching discipline would result in an increase in the students' appropriate behavior and decrease in their inappropriate behavior. The hypothesis was supported by the data collected. (Author)

ED 127 508 CG 010 732

Jones, Arthur C.
The Role of Psychological Testing: Ideological Conflicts and Irrational Resolutions.
Pub Date [75]

Note—30p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976); for related document, see CG 010 733

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Behavioral Science Research, Behavior Change, *Conflict, Historical Reviews, Projective Tests, *Psychological Testing, *Psychology, *Psychometrics, Test Bias, *Test Selection

Psychological testing as an area has perhaps evoked more controversy and heated emotion than has any other area within the fields of psychology and counseling. Part of the reason for this has to do with the inherent complexity and difficulty of the task of assessing human abilities, emotions and achievements. But beyond this basic issue, an overlay of befuddlement has been provided by diverse ideological conflicts and resultant, largely unsuccessful attempts at resolution. As a specialized concern of the general discipline of psychology, the evolution of psychological testing is best considered within the historical context of the evolution of psychology, particularly in the United States. A brief sketch of this evolutionary development serves to illuminate the important sources of the contemporary controversy and suggests ways in which the controversy can best be resolved. (Author)

ED 127 509 CG 010 733

Moore, C. L.
Psychological Assessment—An Elixir or an Illusion for the Practitioner.
Pub Date 14 Apr 76

Note—6p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976); for related document, see CG 010 732

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Conflict, *Examiners, *Measurement Instruments, *Psychological Testing, *Psychology, Speeches, Test Interpretation, *Test Selection

Testing has been perceived as a panacea, an elixir for obtaining data on innate human abilities. Since the empirical research and the experience of clinicians has not been fully able to meet this expectation adequately, assessment has been ascribed the quality of having an illusory nature. Hence, it has been proposed by various factions in the professional as well as the lay community that a moratorium on testing be instituted, or that testing be abolished forthwith. Every component practitioner who is well versed in the theoretical concepts of measurement acknowledges the limitations and strengths of test instruments. These instruments are neither an elixir nor illusory in nature. They are the best of what is available, given our present state of knowledge. It is imperative that academicians and practitioners be cognizant of the fact that the test instruments are only as good as the practitioner who uses them. (Author/KRP)

ED 127 510 CG 010 734

Weissman, Myrna M.
Depressed Women: Traditional and Non-Traditional Therapies.
Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date Nov 75

Grant—NIMH-53369

Note—26p.; Paper presented at the Annual Symposium on Effective Psychotherapy (8th, Houston, Texas, November 19-21, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Comparative Analysis, *Drug Therapy, *Females, *Group Therapy, Mental Health Clinics, Mental Illness, *Program Effectiveness, Psychiatric Services, Psychiatry, *Psychotherapy, Surveys

Women more frequently report depressive symptoms, are diagnosed as depressed, and in far greater proportion than men, seek outpatient treatment for depression. Therefore, the ambulatory treatment of depression is of particular importance when reviewing the mental health of women. This paper reviews the data on sex differences in rates and treatment of depression, reviews the evidence based on controlled study for the efficacy of traditional therapies for depression, and describes some of the non-traditional therapies and speculates on their utility. The discussion of traditional therapies include pharmacotherapy and psychotherapy. The non-traditional therapies included are self-help groups and consciousness-raising groups. (Author/KRP)

ED 127 511 CG 010 735

Lindenbergh, Ruth E.
Perspectives on Work with Families in Rehabilitation (or... Do Rehabilitation Counselors Know That Clients Have Families?).
Pub Date 13 Apr 76

Note—25p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976); not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Changing Attitudes, *Counseling Effectiveness, *Counselor Educators, Counselor Training, *Family Influence, *Family Involvement, Guidelines, *Handicapped, *Rehabilitation Counseling, Rehabilitation Programs, Speeches, State of the Art Reviews

This paper raises the question, "Do rehabilitation counselors know that handicapped clients have families?" Based on the contention that work with families is an important component in rehabilitation and that efforts must be made to include families of the handicapped in rehabilitation planning and process, the author reviews findings that relate to family influences on the disabled; explores model programs that include work with families; examines rehabilitation counselors' and educators' perceptions of the family's role in rehabilitation; and offers guidelines that may serve to stimulate the inclusion of the family in the rehabilitation process. (Author/KRP)

ED 127 512 CG 010 736

Evans, Barbara And Others
Career Development—School/Community Concept.
Pub Date 13 Apr 76

Note—26p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Career Awareness, Community Involvement, *Community Resources, *Non-credit Courses, *Occupational Information, *Parent Participation, Program Descriptions, Pupil Personnel Services, *School Community Cooperation, Secondary Education, Speeches

This presentation outlines a two week, no credit program offered to secondary students in the Shawnee Mission School District, Shawnee Mission, Kansas, which is designed to develop a "Career Oriented Individual." The program encompasses three phases of development: (1) awareness; (2) exploration; and (3) decision making. Its goal is to increase the career options available to individuals through a wide range of school and community resources. A Career Education Advisory Committee, which consists of parents who are engaged in a variety of careers, has been established for each school. Their expertise has proved to be a valuable asset to the program. The utilization of self-awareness inventories and occupational information from a variety of sources, in addition to the use of community resources, has contributed to the program's success. A list of suggested improvements is included. Slides designed for use with this presentation are not included. (KRP)

ED 127 513 CG 010 740

Malcolm, David D. And Others
The Community Based Block: An Alternative Approach in Counselor Education.
Pub Date [76]

Note—10p.; Paper presented at the Annual Meeting of the California Personnel and Guidance Association (San Diego, California, February, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Counselor Certification, *Counselor Training, *Cultural Awareness, Culturally Disadvantaged, *Curriculum Design, *Demonstration Projects, *Disadvantaged Youth, *Field Experience Programs, Higher Education, Outreach Programs, Program Descriptions, Speeches, Student Centered Curriculum

This article describes the community-based block program in the Department of Counselor Education at San Diego State University. This program allows counselor trainees to work with disadvantaged youth in schools and other community agencies. The emphasis of this program is on the development of skills counselors can use with minority students while concurrently fulfilling certification requirements. Students and faculty are selected according to interest and cultural background for the two-semester project. Students spend 12-16 hours per week as community interns and six to eight additional hours in practicum supervision and critique. The program attempts to provide experiences in: (1) building a learning community, (2) responding to real life needs, (3) understanding the pluralism of society, (4) using a diversity of learning methods, and (5) giving continuous feedback as to the success of the project. There is little systematic evaluation of the program, but its strengths are identified as the emphasis on cultural pluralism, the curricular flexibility, the emphasis on the practical and the experiential, and the opportunities for students to assume responsibility for their own training. (HLM)

ED 127 514 CG 010 741

Wien, Paul L.

Do You Have to be Angry to be Aggressive?

Pub Date 29 Aug 75

Note—19p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, California, August 25-29, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Aggression, *Arousal Patterns, Elementary School Students, *Hypertension, *Inhibition, Psychological Patterns, *Research Projects, Speeches, *Stimulus Behavior

Identifiers—*Anger

Seven hypotheses regarding the role of anger for aggressive behavior were tested in an experimental exchange situation using male children as subjects. In previous studies, anger had not actually been employed as the intervening variable in a provocation/aggression cue-aggression model. The results indicate a strong relationship between provocation and aggression which may be affected by the presence or absence of aggressive cues. However, the provocation-aggression relationship was not affected by the presence or absence of anger measured by systolic blood pressure. A separate analysis of the rate of aggression by number of acts versus the duration of aggressive acts suggests that in the presence of aggressive cues, when aggression may be expressed covertly, young men may return aggressive acts beyond reciprocity. (Author)

ED 127 515 CG 010 742

Moldawsky, Stanley

A Freudian Looks at Freud and Femininity.

Pub Date 1 Sep 75

Note—11p.; Paper presented at the Annual Convention of the American Psychological Association (83rd, Chicago, Illinois, August 30 to September 2, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Biological Influences, *Females, Labeling (of Persons), Parent Child Relationship, *Personality Development, *Psychological Patterns, *Role Conflict, Sex Differences, Sex Role, *Sexuality, Speeches

Identifiers—*Freud (Sigmund), *Penis Envy

This article deals with the author's interpretation of the Freudian concept of penis envy. Penis envy is viewed as a psychological phenomenon rather than a biological phenomenon characterized as the "bedrock of femininity." Based on his experiences as a psychoanalyst, the author states that penis envy involves the child's early identifications with the mother, the resolution of the oedipal conflict, and that which is unresolved in the oedipal conflict. The concepts of internalization and object representation lead to a modified understanding of psychosexual development in both sexes. How much a child is loved by the mother at each stage of development basically determines the extent of love of self in later life. This concept is neglected in Freud's work

with the early mother/child relationship. The author praises the feminist movement for its negation of the concept of gender superiority and suggests psychoanalysis as a means for personal growth and discovery. (HLM)

ED 127 516 CG 010 743

Butler, Martha L.

Some Female and Male Differences Found in a Self Report Inventory and Validity of Self Report.

Pub Date Apr 76

Note—23p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976); Best Copy Available, tables may reproduce poorly.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Counseling Services, Environmental Influences, Goal Orientation, Higher Education, Psychological Testing, Rating Scales, Research Projects, *Self Actualization, *Self Evaluation, *Sex Differences, Speeches

University Counseling Center clientele at 49 universities were surveyed by the use of the Counseling Services Assessment Blank. Respondents provided demographic and diagnostic self descriptions, self report assessments of specific therapeutic gains, and evaluations of agency services. The diagnostic self descriptions were based on a two-dimensional system. The first dimension involved the client's ranking of his or her problem-goals in counseling as either vocational, personal, or educational. The second dimension involved a ranking of the possible causes of the problems as either lack of information about self, lack of information about the environment, self conflict, conflict with others, or lack of skill. The five gain items corresponded directly to the five cause items so that, for example, the first gain item asked for the client's evaluation of gain in information about self. There were also 11 service evaluation items concerning helpfulness of tests, confidentiality of counselors and groups, ratings of individual, group, and overall counseling experiences along with helpfulness ratings of individual and group counselors and other group members. Other items assessed were physical facilities and the client's perception of adequacy of self for seeking counseling. In the analysis of sex differences, it was found that: (1) females sought more counseling than males; (2) females saw themselves with more problems and engaged in longer therapy periods; and (3) both sexes increased focus equally on themselves each successive academic year, with females beginning with a higher focus in the freshman year. (Author/HLM)

ED 127 517 CG 010 744

Copeland, Patsy Borman, Christopher A.

Affective Education: Effects of Transactional Analysis Training on Seventh Grade Students (A Summary of Two Dissertations).

Pub Date [75]

Note—12p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Communication Skills, *Counseling Instructional Programs, *Curriculum Development, Grade 7, *Humanistic Education, Interpersonal Relationship, *Junior High Schools, Research Projects, *Self Concept, Speeches

Identifiers—*Transactional Analysis

The purpose of this study was to determine if the psychological concepts of Transactional Analysis, Structural Analysis, the Basic Life Position for most people, and Recognition Hunger described by Eric Berne, would effectively serve as content for psychological curriculum for seventh grade students. Teachers of six experimental groups received six hours of training and instructed students twice a week for three weeks. The six control teachers received no training and conducted guidance activities in the homeroom periods. Using the dependent variables of the pre- to posttest change scores on the Tennessee Self-Concept Scale and the pre- to posttest change scores on the Adult Scale of the TA Ego State Scale, a one-way analysis of variance was applied to determine if there were significant differences between the change scores of the experimental and control groups. No significant results were obtained on either of the dependent variables. However, significant results were obtained on the

Rebel Child Scale and on the Nurturing Parent Scale of the TA Ego State Scale as a consequence of the treatment. The study concluded with recommendations for further investigation of transactional analysis as a psychological curriculum for public schools to meet students needs for affective education. (Author/HLM)

ED 127 518 CG 010 745

Cochran, Donald J. And Others

University Counseling Center Computerized Career Guidance Program.

Pub Date Apr 76

Note—25p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976); not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Education, *Career Education, *Computer Oriented Programs, Counseling Centers, Course Content, *Curriculum Development, Higher Education, *Occupational Guidance, Program Descriptions, Self Help Programs, Speeches, *Systems Approach, *Vocational Development

The five articles discuss the implementation of a computerized career guidance program in a four-year institution. This program, The System of Interactive Guidance Information (SIGI), is the focus of a co-operative filed study between Educational Testing Service and the Illinois State University Student Counseling Center (ISU SCC). The first article deals with the implementation of the SIGI system at the ISU SCC and the use of SIGI in academic courses and individual and group counseling. The second article discusses the ISU SCC's approach to counseling as it relates to the use of SIGI. The Center's belief in personal growth as an interactive process permits the use of SIGI as a self-help tool at varying levels for the students. The third article presents the development of SIGI's Prediction program as an attempt to help students evaluate their chances for success in academic majors at ISU. The fourth article explains the preparation of planning displays in SIGI, designed to coordinate information about majors and programs at ISU with occupations listed in SIGI. Academic advisors, counselors, and departmental chairpersons are given instructional manuals to assist students in the use of SIGI. The fifth article presents research on the effectiveness of SIGI, indicating that SIGI is effective over a time period of ten days to two weeks, and that students find SIGI to be helpful and interesting. (Author/HLM)

ED 127 519 95 CG 010 747

Farmer, Helen S. Backer, Thomas E.

Women at Work: Things are Looking Up.

Human Interaction Research Inst., Los Angeles, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 75

Contract—NIE-C-74-0100

Note—64p.; For related documents, see CG 010 747-750; Some pages may be marginally legible due to print quality of original

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Adult Education, *Career Planning, *Employment Opportunities, *Females, Guides, Higher Education, Labor Market, *Occupational Guidance, Reference Materials, *Research Projects, Self Help Programs, Sex Discrimination

This booklet provides information for girls and women in eight areas of career planning and information: (1) how to use the booklet; (2) new developments; (3) new opportunities; (4) new laws; (5) barriers; (6) some beliefs and the facts about them; (7) taking action; and (8) how to obtain more information on the subject of the book. Readers are instructed to scan sections which seem most related to their questions and needs, including the resource materials in each section. The third section discusses new career opportunities opening up for women. The fourth section presents information about laws relating to women, their education, and employment. The fifth section deals with barriers to employment such as marriage, family, and a long absence from the labor force. The sixth section deals with beliefs about working women and the findings of research on these beliefs. The seventh section provides information on planning for a career, at-

taining more education, and looking for a job. The last section is a listing of reference materials and organizational addresses dealing with women and careers. (HLM)

ED 127 520 95 CG 010 748

Phelps, Ann T. And Others

Selected Annotated Bibliography on Women at Work.

Human Interaction Research Inst., Los Angeles, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 75

Contract—NIE-C-74-0100

Note—106p.; For related documents, see CG 010 747-750

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Adult Education, Annotated Bibliographies, Employment Opportunities, *Females, *Jobs, Mothers, *Occupational Guidance, Part Time Jobs, Reference Materials, Sex Discrimination, *Vocational Counseling, *Womens Studies, *Working Women

This volume contains 240 annotations of books, journal articles and miscellaneous reports from the recent literature concerning women's studies and career guidance for women and girls. The works described range from studies of the labor market participation of women, to research investigations of psychological variables impacting on women's choice of careers. These annotations were developed as part of the literature search function for an NIE-sponsored study that resulted in **WOMEN AT WORK: A COUNSELORS SOURCEBOOK**. The 240 annotations are organized according to chapter titles and major subheads from the **COUNSELORS SOURCEBOOK**. Within subhead sections, the individual annotations are presented roughly in their order of relevance to various subtopics in the **SOURCEBOOK** text. An index of annotation listings follows. Each individual annotation begins with basic citation information (author, title, date of publication and so forth), followed by the 75-150 word abstract. If the document annotated included its own reference list, the number of reference citations it contained is presented in parentheses at the end of the annotation. Each annotation is numbered at the upper left-hand corner. (Author)

ED 127 521 95 CG 010 749

Farmer, Helen S. Backer, Thomas E.

Women at Work: A Counselor's Sourcebook.

Human Interaction Research Inst., Los Angeles, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 75

Contract—NIE-C-74-0100

Note—377p.; For related documents, see CG 010 747-750; Some pages may reproduce poorly due to print quality of original

EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage.

Descriptors—Adult Education, Annotated Bibliographies, *Counselor Training, *Discriminatory Legislation, *Employment Opportunities, *Females, Labor Market, *Occupational Guidance, Reference Materials, Sex Differences, *Vocational Counseling, *Working Women

This book is designed to complement current literature dealing with the vocational counseling of women. The purpose of the book is to provide counselors with timely information regarding: (1) career opportunities for women in fields traditionally dominated by men; (2) legal rights of women in the world of work; (3) counseling strategies and techniques, particularly as related to the woman's role of homemaker/worker; and (4) current social science research on working women. Particular attention has been given to certain subgroups of women including reentry women, black women, widows, and divorcees. A secondary purpose of the book is to provide suggestions for sex-free counseling procedures such as identification of personal bias, use of occupational information to increase career options open to women, techniques of stereotypic attitude change, and teaching decision-making and problem-solving skills. Included are a list of references, appendices, subtopic titles, and charts and tables. (HLM)

ED 127 522 95 CG 010 750

Women: Issues of Career Guidance and Vocational Counseling.

Human Interaction Research Inst., Los Angeles, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 75

Contract—NIE-C-74-0100

Note—16p.; For related documents, see CG 010 747-750

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Education, *Discriminatory Legislation, *Employment Opportunities, *Females, *Labor Market, *Occupational Guidance, Research Projects, Sex Differences, *Vocational Counseling, Womens Studies, *Working Women

This report summarizes eight months of work on a study of recent development in career guidance and vocational counseling for women. The original objectives of the project, as stated in the Human Interaction Research Institute (HIRI) contract proposal, were: (1) to review and analyze studies concerning the participation of women in the labor market; (2) to derive the career counseling implication of these findings for women; and (3) to develop the information and conclusions into formats readily usable by both counselors and women who are making career decisions. During the course of the study, research investigations in the subject area published during the past 10 years and studies currently underway were identified and screened for acceptability based on the methodological and statistical soundness of their design. Studies passing the initial screening were classified under one of three general areas: (1) women's participation in the labor force; (2) women's educational and training opportunities; and (3) issues relating to sex differences which affect women's participation in the labor force. Each classified group of documents was analyzed to yield both current and trend data, highlighting differences prior to and after recent federal legislation. The subsequent analysis of the literature highlighted findings as they varied for several subpopulations of women. Finally, the findings derived were synthesized and evaluated to yield information of practical utility to counselors and to women making career decisions. This document is one of the study products developed to contain these findings. (Author)

ED 127 523 CG 010 751

Fitzroy, Nancy D., Ed. Cole, Sanford S.

Career Guidance for Women Entering Engineering. Proceedings of an Engineering Foundation Conference (New England College, Henniker, New Hampshire, August 19-24, 1973).

Engineering Foundation, Inc., Raleigh, N.C.; Society of Women Engineers, New York, N.Y.

Spons Agency—General Electric Foundation, Ossining, N.Y.

Pub Date Aug 73

Note—204p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Career Awareness, Career Exploration, Conference Reports, *Engineering Education, *Females, Feminism, *Occupational Guidance, *Occupational Information, *Role Models, *Vocational Counseling

These proceedings are divided into three sections entitled: (1) Introduction, (2) Role-Model Presentations, and (3) General Status of the Women's Rights Movement. Speeches related to each section are grouped by topic. The report also includes appendices with the conference program and a list of conference attendees. (HLM)

ED 127 524 CG 010 752

Falbo, Toni And Others

Attributional Biases: More Barriers to Women's Achievement.

Pub Date [75]

Note—14p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (47th, New York, N.Y., April 22-24, 1976); Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Ability Identification, *Achievement, Attribution Theory, *Behavior Theories, Bias, College Students, *Females, Feminism, Research Projects, *Sex Differences, *Sex Discrimination, *Social Attitudes

This paper presents three studies dealing with the use of attribution theory in the study of sex differences in achievement. These sex differences are measured in terms of task difficulty, ability, effort, and luck according to the model developed by Weiner, et al (1971). The studies

attempt to expand the Weiner model to demonstrate that males and females differ in their attributions about the successful or unsuccessful outcomes of others, and that these sex differences in attribution encourage male achievement and discourage female achievement. The first study indicates that females explain successful outcomes in terms of internal, stable causes while males explain unsuccessful outcomes in terms of unstable, acquired causes. By scaling the reasons given for successful and unsuccessful outcomes, the second study indicates that females emphasize interpersonal conflict reasons more than males in assigning similarity ratings to the causes for unsuccessful outcomes. By measuring attributions with the four Weiner et al (1971) causal elements, the third study indicates that females use luck more often than males as a reason for success and that males, not females, understand the causal connection between effort and task difficulty. This paper interprets the results as an indication that attributional biases of females in explaining the outcomes of others are less conducive to achievement than the biases of males. (HLM)

ED 127 525 CG 010 753

Hogges, Ralph Hogges, Lilia

A Study of Factors Affecting Cuban Parent-Child Interaction.

Pub Date Apr 76

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Acculturation, Adolescents, Behavior Patterns, *Biculturalism, Bilingual Education, *Cubans, *Cultural Differences, Culture Conflict, *Family Relationship, Interaction Process Analysis, *Latin American Culture, Personality Assessment, Research Projects, Secondary Education, Social Values

This paper investigates the value system of Cuban students living in the United States, how those systems interface with the school and the home, and how they influence their personalities, behaviors, and family relationships. Eighth-grade students attending a predominantly Spanish private bilingual school were administered a questionnaire, and participated in a group interaction process. The questionnaire covered the areas of cultural values in school and home. Comments from the group interaction process are also listed. The study concludes that students: (1) like the atmosphere of the bicultural school; (2) accept their parents' Latin-American values; (3) feel free to incorporate American cultural elements into their lifestyles; (4) have a high concept of the Cuban lifestyle; and (5) are optimistic about their expectations and futures. The study recommends: (1) a re-testing of the same students in 1979; (2) an expansion of the same study to include older students; (3) a study of Latin-American students attending American schools; and (4) the appropriation of federal funds to establish counseling/research centers to study adjustment problems in Cuban youths. (Author/HLM)

ED 127 526 CG 010 754

Summary of the Findings from a Study About Cigarette Smoking Among Teen-Age Girls and Young Women.

Yankelovich, Skelly and White, Inc., New York, N.Y.

Spons Agency—American Cancer Society, Inc., New York, N.Y.

Pub Date Feb 76

Note—18p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Environmental Influences, *Females, Feminism, Motivation, Peer Relationship, *Personal Values, Research Projects, Self Control, *Smoking, *Social Attitudes, *Teenagers

Identifiers—*American Cancer Society

This paper presents the major results of a study for the American Cancer Society on cigarette smoking among teen-age girls and young women, and findings relevant to the prevention and quitting of smoking. The four major trends found in this study are: (1) a dramatic increase in cigarette smoking among females; (2) an intellectual awareness of the dangers of smoking; (3) belief in an all-pervasive smoking environment; and (4) growth and acceptance of the "New Values" generated by college students of the 1960's. In its

efforts to break down the myth of an extensive smoking society and to utilize the positive elements of the "New Values," the study presents the following list of findings which can be used in an antismoking campaign: (1) Teen-age smokers are more sophisticated than nonsmokers; (2) Smoking is not identified with rebelliousness; (3) Peer relationships are a dominant factor in smoking; (4) Antismoking education needs to begin at an earlier grade level than supposed; (5) Young women smokers express a high need for independence; (6) Working women smoke less than housewives; (7) Identification with the women's movement does not encourage smoking; (8) Pregnancy only causes a cutback in smoking; (9) Children are less militant than formerly in their efforts to curb smoking among their parents; and (10) Light smokers can quit more easily than heavy smokers. The study indicates there is a definite potential for getting females to quit, but more emphasis must be placed on the addictive qualities of smoking in antismoking campaigns. (HLM)

ED 127 527 CG 010 755

Sterling, Bruce S. Gaertner, Samuel L.
The Effects of Anger on Helping Behavior.
Pub Date [76]

Note—11p.; Paper presented at the Annual Meeting of the Eastern Psychological Association, (47th, New York, N.Y., April, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Affective Behavior, *Aggression, *Altruism, *Emotional Response, *Helping Relationship, *Interpersonal Relationship, *Psychological Patterns, *Research Projects, *Social Behavior, *Social Psychology, *Speeches

Subjects were angered or not angered during a bogus experimental task following which their assistance was solicited. Consistent with derivations from Rawling's concept of Anticipatory Guilt, the results indicated that anger facilitated helping only when the lone bystander's anger was directed toward the victim of an emergency. However, anger tended to inhibit helping when: (1) anger was directed toward someone other than the victim of an emergency; (2) anger was directed toward the solicitor of a mere favor; and (3) the angered bystander was in the presence of a non-angered negative model while the anger instigating victim was in need of emergency assistance. (Author)

ED 127 528 CG 010 756

Noak, John R.

Role of Diagnostics in Modern Clinical and Counseling Psychology Programs: Evolution of the Current Evaluation and Assessment Sequence at Sangamon State University.
Pub Date 76

Note—13p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Curriculum, *Counseling Programs, *Diagnostic Tests, *Evaluation, *Higher Education, *Humanistic Education, *Integrated Curriculum, *Program Descriptions, *Program Development, *Speeches, *Testing Programs

Establishing and supporting a theoretical view in favor of assessment and evaluation as an adjunct to psychotherapy is clearly a difficult task in view of current anti-testing biases. But translating that viewpoint into practical terms within the environment of an emerging university can prove to be every bit as difficult. The current paper treats the rationale and techniques used to plan and implement a conceptual framework for human assessment in a systematic and effective manner at Sangamon State University. The approach used is innovative in that it cuts across programmatic boundaries to meet student needs while satisfying administrative requirements for cost efficiency. (Author)

ED 127 529 CG 010 757

Frery, Robert B. Lowry, Stephen R.
Misinformation, Reliability and Item Discrimination Indices on Multiple Choice Tests.
Pub Date Apr 76

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976); not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Bias, *Correlation, *Educational Research, *Multiple Choice Tests, *Research Projects, *Speeches, *Test Construction, *Test Reliability, *Tests, *Theories

This paper presents theory concerning the relationships between reliability, misinformation and item discrimination coefficients. It is shown that, to the extent that misinformation rather than ignorance causes examinees to miss multiple-choice items, higher item discrimination coefficients and lower difficulty indices may be expected. Data were collected which partially confirmed the prevalence of these outcomes in typical college classroom testing situations involving six tests and 210 examinees. The implications of the findings are discussed with respect to commonly used test construction procedures. Specifically, a caution is voiced concerning possible biasing of tests to penalize misinformation more than ignorance when this approach is inappropriate. (Author)

ED 127 530 CG 010 758

Gray, Jerry L.

A Developmental Perspective of Cognitive Style.

Pub Date 76

Note—6p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cognitive Development, *Cognitive Processes, *Comparative Testing, *Development, *Developmental Psychology, *Elementary Secondary Education, *Individual Differences, *Information Processing, *Maturation, *Measurement, *Norms, *Research Projects, *Speeches

The primary purpose of this study was to establish normative data for the cognitive style behaviors of children from kindergarten through the ninth grade. Approximately 400 students served as subjects. The measures used were a free response pictorial, a multiple choice pictorial, and a multiple choice verbal-test. Cognitive style behavior was found to progress developmentally from relational to descriptive to categorical modes for pictorial stimuli and from relational to categorical to descriptive modes of information processing for verbal stimuli. The consequences of individual differences in cognitive styles for school learning were discussed within a developmental framework. (Author)

ED 127 531 CG 010 759

Pedri, D. T. Pedri, Bonnie C.

Freud, Adler, Jung: From Womb to Tomb.

Pub Date 6 Apr 76

Note—14p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adult Development, *Development, *Developmental Psychology, *Gerontology, *Human Development, *Individual Psychology, *Maturation, *State of the Art Reviews, *Theories

This paper briefly introduces outlines of psychoanalysis (Freud), individual psychology (Adler), and analytical psychology (Jung). Freud focused on problems of adults as they related to childhood; Adler on problems of adults as they related to adulthood; and Jung on problems of adults as they related to middle and later years. Jungian analytical psychology is singularly applicable to the entire life cycle with special meanings for gerontology. In all this theorizing, however, we should always consider reality, and towards this end research is recommended. Included is a select bibliography with authorized translations of original sources, definitive sources, and explanatory sources. (Author)

ED 127 532 CG 010 760

Sedlacek, William E.

Recent Developments in Test Bias Research. University of Maryland Cultural Study Center Research Report No. 2-76.

Maryland Univ., College Park. Cultural Study Center.

Pub Date 76

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Attitudes, *Bias, *Culture Free Tests, *Decision Making, *Models, *Racism, *Sex Discrimination, *Social Change, *Social Discrimination, *State of the Art Reviews, *Test Bias

Three types of test bias are discussed: content bias, atmosphere bias, and use bias. While much concern has been expressed about the content of tests or the atmosphere in which they are given, it is more important to focus on how tests are used in making decisions about people. Four models of test use are defined: regression model, constant ratio model, conditional probability model, and the equal probability model. The writer feels that, rather than asking if tests are biased, one should ask if the society is biased, since tests are always employed in a cultural context. The answer to eliminating test bias is to eliminate racism and sexism in society. A six-stage model to eliminate racism and sexism is presented: (1) Cultural, Racial and Sexual Differences; (2) How Racism Operates; (3) Examining Racial and Sexual Attitudes; (4) Sources of Racial Attitudes; (5) Changing Behavior: What Can Be Done?; and (6) Changing Behavior: How It Can Be Done. (Author)

ED 127 533 CG 010 761

Dallas Police Department Youth Services Program: Police Diversion Program. Dallas Police Dept., Tex.

Pub Date [75]

Note—11p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976); not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adolescents, *Counseling Services, *Delinquency Prevention, *Delinquent Rehabilitation, *Police, *Police Community Relationship, *Program Descriptions, *Recidivism, *Skill Development, *Youth Programs

The Youth Section of the Dallas Police Department has instituted an innovative police diversion project entitled the Youth Services Program as an operational unit of the police department. Fourteen civilian counselors supervised by a police lieutenant function as a diversion unit for arrested juveniles between the ages of 10 and 16. Juveniles that are referred to the Youth Services Program are placed in one of two specific sub-programs. The first sub-program consists of two nightly lectures covering such aspects of the law as juvenile law and the juvenile justice system for first offender misdemeanants. The second sub-program is set up for more difficult juveniles who have had prior arrests and/or are also felons. They undergo a systematic program whereby they are trained on Carkhuff's HRD skills technology on physical, emotional, and intellectual skills which they can apply to home, school, and community problem areas. Parents also receive skills training. The program has been in operation for approximately two years. Statistics show that the program is having a significant impact upon recidivism. The program has also had a significant effect on the juveniles functioning in certain home, school, and community problem areas. (Author/NG)

ED 127 534 CG 010 762

Goldman, Leo

A View of the Counselor's Future.

Pub Date Apr 76

Note—8p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Counseling, *Counseling Theories, *Counselor Functions, *Counselor Role, *Decision Making Skills, *Futures (of Society), *Institutional Environment, *Social Change, *Speeches

The professional counselor of the future will be to a large extent a trainer and supervisor of others, including both junior staff and clients themselves. The counselor will serve broadly within the institution as a facilitator and even goader of desirable change. Because institutions (schools, colleges, agencies, prisons, hospitals, old age residences, etc.) may not welcome such internal subversives on their staffs, counselors may have to be employed by semi-autonomous "authorities" such as those that operate public transportation facilities. To function at that level, counselors will be prepared in selective, full-time, two-year programs that include a real internship. On the job they will participate in weekly staff conferences and monthly workshops or other in-

service training activities. The counselor of the future will be undergirded by a much more useful body of research than now exists. Instead of microscopic laboratory studies of little or no practical significance, there will be field studies with less stress on precision and more on meaningful information and insights. Finally, conventions, publications, and the governance of associations will change drastically in the direction of making better use of what is known about effective communications and effective decision-making. (Author)

ED 127 535 CG 010 763

Hall-Mitchum, Dora E.
Legitimizing Non-Traditional College Programs
(Pre-College Social Development).

Pub Date 12 Apr 76

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, *Affective Behavior, *College Bound Students, College Preparation, *College Programs, Environmental Influences, Interpersonal Relationship, *Minority Groups, Motivation Techniques, Peer Counseling, *Personal Adjustment, Program Descriptions, Self Concept, Speeches, Student Development

The Pre-College Social Development Program (PCSD) at Ohio State University is designed to provide structured direction, support, and reinforcement in the area of affective concerns which affect academic performances of college bound minority students. The PCSD believes that achievement motivation can be retained and increased through the development of a positive self concept. The PCSD uses a three-dimensional model of academic, counseling, and group living concerns as its model. This model is developing in its later phases as a two-dimensional approach of affective and academic focus and social and personal life adjustment. Developmental programs designed to remove fears of rejection and feelings of lack of personal control are combined with residential hall programs, psychological support systems, social activities, and workshops for the college bound minority students. The PCSD objectives are to: (1) decrease the attrition rate; (2) increase the grade point average; (3) expand knowledge about vocational choices; (4) increase social awareness and involvement in campus activities; (5) decrease the number of intergroup conflicts in the dormitories and classrooms; and (6) increase the number of graduates. A two-year summary report is planned for publication in September 1976. (HLM)

ED 127 536 CG 010 764

Fidler, Paul Bucy, Eileen McGinty

A Descriptive Study of U.S.C.'s (University of South Carolina) Appeal to Academically Talented Students. University of South Carolina, Academic Planning Office, Research Notes, Number 31-76.

South Carolina Univ., Columbia. Office of Academic Planning.

Pub Date 6 Apr 76

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Ability, Academic Standards, *College Students, *Gifted, Higher Education, *National Competency Tests, Research Projects, *Scholarships, Student Costs, Student Opinion, Surveys

Identifiers—*Elitism, *National Merit Scholarships

This paper presents a study determining the extent of the University of South Carolina's (USC's) appeal to academically talented students and defining potential areas of difficulty in recruiting such students. The sample included all of the 1974 Semi-Finalists from South Carolina in the National Merit Scholarship Competition, as well as the 58 students who competed as semi-finalists for one of USC's Carolina Scholars Awards. Two different questionnaires were employed, one for students attending USC, and the other for students who chose to attend other colleges and universities. Data suggest that USC's appeal to academically talented students is not strong. Such students who considered USC but elected to go elsewhere cite the academic reputation of the college or university as the major reason, although the availability of the Carolina Scholars Program is certainly a major influence for some. Based on student recommendations, USC could enhance its appeal to these students

by taking steps to strengthen its undergraduate academic reputation, by promoting its newly created medical school by expanding existing honors and study abroad programs, and by offering additional scholarships awarded on merit. (Author/HLM)

ED 127 537 CG 010 765

Miller, Walter B.

Violence by Youth Gangs and Youth Groups in Major American Cities. Final and Summary Reports.

Harvard Univ., Cambridge, Mass. Center for Criminal Justice.

Spons Agency—National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.

Pub Date Apr 75

Grant—74-NI-99047

Note—240p.

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—*City Problems, Crime, Delinquency Causes, *Delinquent Behavior, Disadvantaged Youth, Inner City, *Juvenile Gangs, Law Enforcement, *National Surveys, Research Projects, Student School Relationship, *Violence, *Youth Problems

This report represents the findings of a study on violence by youth gangs in 12 major American cities, and deals with the following topics: (1) the rationale and methods for a national survey of youth gangs; (2) the existence and seriousness of the problem of youth gangs in 12 major American cities; (3) the size and scope of the youth gang problem; (4) the social characteristics of gang members in six cities; (5) gang-related killings and other officially-recorded crimes; (6) gang-member violence; (7) gang activities and the public schools; (8) past and future trends in youth gang crime; and (9) conclusions about urban gang violence in the 1970's. Also included are statistical tables and appendices as well as a separate summary report. The report concludes that (1) current youth gang violence is more lethal than in the past; (2) more citizens today are threatened by gang violence; and (3) violence and other illegal activities of youth gangs represent an extremely serious crime problem with little chance for decline. (HLM)

ED 127 538 CG 010 766

Corazzini, John G. Wilson, Susan E.

Students, the Environment, and Their Interaction: Part II. Colorado State University Student Development Reports, Vol. XIII, No. 2, 1975-76.

Colorado State Univ., Ft. Collins. Univ. Counseling Center.

Pub Date 75

Note—82p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*College Environment, College Students, *Environmental Influences, Financial Needs, Higher Education, *Interaction Process Analysis, Occupational Choice, Personal Growth, Research Projects, *Stress Variables, *Student College Relationship, Student Development, *Student Needs

Environmental assessment of Colorado State University (CSU) was undertaken to identify mismatches between the needs and goals of students and the resources and goals of the University. The perceptions and attitudes of a large representative sample of CSU students were measured using the College Student Questionnaire (CSQ) and the Environmental Satisfaction Questionnaire (ESQ), an instrument designed to measure stress experienced by CSU students. Information about exact events leading to dissatisfaction, coping mechanisms and possible remedies was gathered from those students reporting stress on the ESQ. Three primary areas of stress for CSU students were identified as financial support, educational-vocational planning, and personal growth and development. Comparisons by sex, class and college were also presented. Specific recommendations included the creation of a campus environmental assessment-design center, further analysis of the data, greater student orientation to university resources, and greater administrative awareness of and response to student needs. (Author)

ED 127 539 CG 010 767

Ripstra, Constance C. And Others

Empirical Case Study: An Introductory Workshop.

Pub Date Apr 76

Note—16p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavior Change, Behavior Patterns, Case Studies (Education), *Change Strategies, Counseling, Data Analysis, *Educational Research, *Interaction Process Analysis, Intervention, Models, Observation, *Psychological Design Needs, *Research Design, *Statistical Analysis, Workshops

Identifiers—*Median Trend Analysis

This speech presents the use of experimental designs and research procedures to help counselors develop effective treatment methods for clients. Baseline and treatment phases are delineated as the two basic phases occurring in most "N=1" designs. These designs are divided into the categories of single and multiple time series designs. The research procedures for the "N=1" designs are systematically described, followed by sections on data analysis and interpretation. The report includes references, a bibliography, and an appendix detailing the steps for a median trend analysis. This type of statistical analysis is recommended highly for nonstatisticians, because it requires a minimal amount of calculation. (HLM)

ED 127 540 CG 010 768

Hogges, Ralph Hogges, Lilia

An Exploratory Study of Transition, Inc.

Pub Date Apr 76

Note—25p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Action Programs (Community), *Community Involvement, *Correctional Rehabilitation, Criminals, Justice, Police Community Relationship, Program Descriptions, *Rehabilitation Centers, Rehabilitation Counseling, *Socialization, *Volunteers

In this paper the Transition, Inc. program of the city of Miami is examined. This program's main concern is to help ex-offenders in their re-socialization process by offering them moral as well as financial support. It is evidenced from the goal and objectives of the Transition, Inc. program, its rehabilitative results and related literature that programs of this nature and scope are needed to supplement the ongoing rehabilitative services of the established criminal justice system. Transition, Inc. uses volunteer community citizens, a Board of Directors, and eight committees to help ex-offenders re-enter society. It is recommended that community involvement play a vital role in the rehabilitation of ex-offenders in any efforts to decrease crime in today's society. (Author/HLM)

ED 127 541 CG 010 769

Decade for Women: World Plan of Action.

Women's Equity Action League, Washington, D.C.

Spons Agency—Rockefeller Foundation, New York, N.Y.

Pub Date [Apr 76]

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cultural Interrelationships, Economic Factors, Educational Improvement, Family (Sociological Unit), *Females, *Global Approach, Health Needs, Peace, Political Power, Population Trends, Publications, Sex Discrimination, *Social Action, *World Affairs

Identifiers—*International Womens Year, *United Nations

This document is a condensed version of the World Plan of Action for the Decade of Women unanimously accepted at the United Nations' World Conference on International Women's Year in Mexico City. The Plan provides guidelines for meeting the objectives of the International Women's Year over a 10-year period. Goals to be attained at the end of five years are also listed. The section on national action guidelines deals with efforts toward peace, political action, education, employment, health, the family, population, housing, and other questions.

Sections on research, the media, and international action are also presented. The document emphasizes the necessity for a periodic comprehensive review of the progress made toward these goals by the United Nations system. (HLM)

ED 127 542 CG 010 771

Nuttall, Ena V. Nuttall, Ronald L.
Parent-Child Relationships and Effective Academic Motivation.

Pub Date Apr 76

Note—17p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976); not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Academic Achievement, Behavior Patterns, *Child Psychology, *Child Rearing, Individual Development, *Motivation, *Parent Child Relationship, Parent Influence, Research Projects, Secondary Education, Secondary School Students, Teenagers

Among 233 boys and 300 girls, all teenagers, it was found that traits related to achievement from the Test of Effective Academic Motivation were related to parent-child relationship factors from the Children's Report of Parental Behavior Inventory. For both sexes, parents who were perceived as being more Acceptant and as using less Hostile Psychological Control tended to have children with higher achievement traits. This was especially true for the traits of Obedient and Law Abiding, Works Hard and Effectively, and Ambitious. For boys, but not for girls, parental Firm Discipline was also associated with these achievement traits. There were no statistically significant differences between the correlations observed between same-sex parent-child relationships and the achievement related traits. (Author)

ED 127 543 CG 010 772

Shapson, Stanley M.
Hypothesis Testing and Cognitive Style in Children.

Pub Date Apr 76

Note—39p.; Contains author's corrections; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Children, *Cognitive Development, *Concept Formation, Educational Research, Elementary Education, *Hypothesis Testing, *Information Processing, Perceptual Development, Research Design, Speeches, *Stimulus Behavior

Identifiers—*Blank Trial Method, *Focusing

A study was designed to investigate the relationship between cognitive style and hypothesis testing strategies used in solving concept attainment problems. A field-independent (FI) and field-dependent (FD) cognitive style group of third grade students were administered concept attainment problems using a blank-trial methodology. The results demonstrated that while the hypothesis sampling of FI students coincided with a perfect focusing model, FD students did not process information systematically and showed a response bias to an available stimulus dimension. A second experiment was then designed to determine if the information processing of FD students could be enhanced by providing stimulus aids in accordance with their cognitive style characteristics. The results revealed that consistent focusing could be obtained in FD students in a treatment condition in which compound stimuli were disembedded into their component parts. (Author)

ED 127 544 CG 010 773

Gray, Jerry L.
Cognitive Style: Ability and Preference Components.

Pub Date 76

Note—6p.; Paper presented at the annual meeting of the American Educational Research Association, (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, *Adaptation Level Theory, Children, Cognitive Ability, *Cognitive Development, *Cognitive Style, *Cognitive Tests, Educational Research, Elementary School Students, *Individual Differences, Intelligence Level, *Learning Modalities, Perception, Speeches

This study investigates the preference and ability components of cognitive style as measured by a verbal test for fifth-grade children. Performances from an intellectual ability test, a pictorial cognitive style test, and school achievement tests were included as construct validity variables. The results supported conclusions drawn by Robinson and Gray (1974) concerning the differential relationships between cognitive styles and school learning outcomes. These findings indicated that relational ability from the verbal analogies test of cognitive style were highest on the verbal comprehension factor for boys and categorical ability for girls, while lowest on the categorical preference for boys and relational preference for girls. Further interpretations indicated that cognitive style scores might be used to identify children's cognitive styles; develop teaching strategies and learning outcomes; and understand the relationships between cognitive style, intelligence, and achievement. (Author/HLM)

ED 127 545 CG 010 774

Markham, Bonnie Scudieri, Diane
Service Needs and Service Delivery: An Assessment Technique for Community Mental Health Centers.

Pub Date Apr 76

Note—30p.; Paper presented at the annual meeting of the Eastern Psychological Association (New York, N.Y., April, 1976)

Available from—Bonnie Markham, Ph.D., College of Medicine and Dentistry of New Jersey, Rutgers Medical School, P.O. Box 101, Piscataway, New Jersey 08854

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Census Figures, Community Characteristics, *Community Health Services, *Delivery Systems, *Demography, *Evaluation Methods, *Mental Health Clinics, *Needs Assessment, Predictor Variables, Program Planning, Psychological Needs, Recordkeeping, Research Projects

The present study confirms that it is possible to use readily available and easily analyzed data from the Mental Health Demographic Profile (MHDE) to predict the demographic characteristics of persons seeking treatment in a community mental health center (CMHC). The procedure suggested is accessible to all federally funded CMHC's and does not require the use of the computer. In this procedure, 25 variables are selected from the MHDE and grouped into seven indicators of social class, ethnicity, family life style, residential life style, economic, education, and special needs. These indicators are then analyzed according to geographic areas to relate the actual utilization of services to the predicted need. An adequate patient recordkeeping system is needed, however, if population characteristics are to be compared to those of the persons served. Demographic data is seen as useful for service evaluation and planning. Tables, figures, and references are also presented to support the use of demographic data for the assessment of CMHC's. (Author/HLM)

ED 127 546 CG 010 775

Siegel, Alexander W.
The Place of Environmental Cognition in Psychology (or Vice Versa).

Pub Date Apr 76

Note—17p.; Not available in hard copy due to marginal legibility of original document; Paper presented at the annual meeting of the Eastern Psychological Association, (New York, N.Y., April, 1976)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Attitudes, *Cognitive Processes, *Ecological Factors, *Environmental Research, *Perception, Psychology, Social Psychology, Speeches, *State of the Art Reviews

Identifiers—*Environmental Cognition

Generally, environmental cognition is concerned with understanding (1) people's perceptions of, representations of, and attitudes towards their own ecological niches, and (2) how these perceptions, cognitions, and attitudes develop over time. The scope and foci of environmental cognition are largely defined by its practitioners—investigators who come from diverse disciplines (e.g., psychology, geography, city planning) and who have diverse scientific and social agendas. In one sense environmental cognition is applied cognitive psychology; in another, it is applied social psychology; in a third sense cognitive and social

psychology can be subsumed by environmental cognition. The major part of the presentation is concerned with the specification of a number of major conceptual and research issues which, when considered jointly, seem to differentiate environmental cognition from other subdisciplines of psychology. Current research germane to these issues is discussed briefly. (Author/SJL)

ED 127 547 CG 010 776

Bell, T.H.

An Educator Looks at Parenting.

Pub Date 25 Mar 76

Note—11p.; Speech given at a Joint Regional Parenting Conference sponsored by the National Conference of Parents and Teachers and the National Foundation-March of Dimes (Washington, D.C., March 25, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Child Rearing, Educational Improvement, *Educational Needs, *Family Life Education, Parent Child Relationship, *Parenthood Education, Secondary Education, *Social Change, *Sociocultural Patterns, Speeches, Teenagers

The author speaks to the issue of the need in our society to prepare teenage boys and girls to become effective parents. He finds such preparation crucial for the growth and development of the individual infant, and thus is supportive of efforts to ensure that future parents have the skill and understanding to meet the social, emotional, physical and intellectual needs of their youngsters. Changing family life patterns are discussed in relation to the effect they are having on today's children, and statistics are given to illustrate the waning effectiveness of the home in providing a stable environment. The author also addresses the social need for adults who are prepared mentally, physically and emotionally to have children. A list of basic needs for a comprehensive parenthood education program is provided, and a number of federal initiatives designed to meet some of these needs are briefly reviewed. (SJL)

ED 127 548 CG 010 849

Dowd, James J. Bengston, Vern L.

Social Interaction, Age, and Ethnicity: An Examination of the "Double Jeopardy" Hypothesis.

Pub Date [75]

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Age, *Ethnic Groups, Family Income, *Gerontology, *Interaction Process Analysis, Minority Groups, Older Adults, Research Projects, *Senior Citizens, *Social Factors, Socioeconomic Status, Suicide

This paper explores the relationships among ethnicity, age and inherent social dilemmas. The study examines selected dependent variables (economic and health indicators, social interaction, and life satisfaction items) in an effort to determine the extent to which different configurations of age, ethnicity and socioeconomic status produce varying levels of social interaction and well-being. The data presented were collected by the University of Southern California's Gerontology Center in its survey "Social and Cultural Contexts of Aging," sampling 1,269 Black, Mexican-American and Anglo residents of Los Angeles County aged 45 to 74. Analysis indicates that Blacks and Mexican Americans suffer a case of "double jeopardy" for the minority aged. The possibility that age may exert a leveling influence on ethnic variation over time is also suggested in the data. (Author/MPJ)

ED 127 549 CG 010 850

Titley, Robert W. And Others

The Major Changes: Continuity or Discontinuity in the Career Decision Process: Colorado State University Student Development Report, Vol. XIII, No. 1, 1975-76.

Colorado State Univ., Ft. Collins. Univ. Counseling Center.

Note—22p.; Not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Change, Career Choice, *College Majors, College Students, *Decision Making, Higher Education, Occupational Choice, *Questionnaires, Student Characteristics, Surveys, *Vocational Development

The purpose of this report is to explore a student's change in major as it relates to the ongoing developmental process of occupational choice. College students changing their declared major were asked to specify what job or career they were "headed for" in both their old major and in their new major choice. Consistent with vocational development theory, a significant number were able to be more specific about their probable career choice within their previous major. But contrary to theory, the proportion of students able to be specific in job choices declined significantly across the college class years. This downward trend holds for the degree of specificity in probable job choice in both the previous and the newly selected major. The results are interpreted as a paradoxical example of both continuity and discontinuity in the development of career choice among college students. Implications for vocational theory and for career guidance during the college years are stated. (Author/MPJ)

CS

ED 127 550 CS 002 661

Greenlaw, M. Jean. And Others
A Study of the Influence of Advertising Techniques on Selection of Instructional Reading Materials by Prospective Teachers.

Pub Date 73
Note—10p.; Paper presented at the 1973 National Reading Conference

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Behavioral Science Research, College Students, Education Majors, Higher Education, *Instructional Materials, *Propaganda, *Publicize, *Reading Instruction, *Reading Material Selection, Reading Research

This study examined the effect of three different modes of presentation on elementary education majors' selection and rating of materials for reading instruction. Materials were chosen to represent each of the following propaganda techniques: glittering generalities, name calling, transfer, testimonial, bandwagon, and card stacking. Students in two undergraduate reading classes were randomly assigned to three modes of presentation: group one studied six sets of materials; group two studied the brochures which advertised the materials; and group three studied only the content of the brochures, in mimeographed form. The materials were then rated on a four-point scale. No significant differences were revealed among the three modes of presentation, between the two classes, or in the interaction of modes and classes. Significant differences were apparent in the rating of the six sets of materials and in the interaction of the modes of presentation and the materials. While the interaction of classes and materials was significant, the interaction of modes of presentation, classes, and materials was not. (Author/KS)

ED 127 551 CS 002 776

Artificial Intelligence and Language Comprehension.

National Inst. of Education (DHEW), Washington, D.C. Basic Skills Group. Learning Div.

Pub Date Feb 76
Contract—400-75-0012; NIE-P-75-0026; NIE-P-75-0027

Note—123p.
EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Artificial Intelligence, *Cognitive Ability, *Comprehension, Intelligence, *Language, Language Research, *Learning Processes, Linguistics, Reading Instruction, Structural Grammar, *Thought Processes

The three papers in this volume concerning artificial intelligence and language comprehension were commissioned by the National Institute of Education to further the understanding of the cognitive processes that enable people to comprehend what they read. The first paper, "Artificial Intelligence and Language Comprehension," by Terry Winograd, outlines the potential impact of artificial intelligence on our understanding of human language comprehension. It is directed to people outside the field, concentrating on the ways in which the research differs in method and content from the work being done from other viewpoints and laying out the assumptions that have led many researchers to apply the "compu-

tational metaphor" to human language use. "Artificial Intelligence, Language, and the Study of Knowledge," by Ira Goldstein, Seymour Papert, and Marvin Minsky, develops the view that intelligence is based on the ability to use large amounts of diverse kinds of knowledge in procedural ways, rather than on the possession of a few general and uniform principles. Implications for education are discussed. The third paper is "Natural Language Understanding Systems Within the AI Paradigm: A Survey and Some Comparisons," by Yorick Wilks. (Authors/MKM)

ED 127 552 88 CS 002 828

Individualized Reading Instruction for Students
Computer-Managed Reading System. Validation Report.

Rapides Parish School Board, Alexandria, La.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75
Note—352p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, Criterion Referenced Tests, *Demonstration Centers, Elementary Education, *Individualized Instruction, *Program Effectiveness, Program Evaluation, *Reading Diagnosis, *Reading Instruction

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This report includes the application for validation, the state review form, and the on-site validation form for a demonstration center based on a computer-managed system of reading instruction. The project seeks to provide locally constructed diagnostic tests, computer-indexed teaching materials, criterion-referenced tests, and periodic summaries of progress for individual students, classes, and schools. The first and second years of the project were used for development and field testing of the various components; the third year was used to implement the program and to investigate its effectiveness. Results from a comparison of 196 pupils from grades 3, 4, 7, and 9 with 143 pupils in control groups are reported for student achievement and attitude as measured by locally developed tests. Changes in teacher competence and attitude are reported for 18 teachers who participated in an inservice training course needed to implement the program. (AA)

ED 127 553 32 CS 002 857

Turner, W. E. Bare, Janet
A Report of the Corrective Reading Program, 1971-72.

Wichita Public Schools, Kans.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date Aug 72
Note—33p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Educationally Disadvantaged, Elementary Education, Junior High Schools, Primary Education, Program Descriptions, *Program Effectiveness, Program Evaluation, Reading Diagnosis, *Reading Improvement, Reading Research, *Reading Skills, *Remedial Reading Programs, Staff Utilization, Word Recognition

Identifiers—*Corrective Reading Program, *Elementary Secondary Education Act Title I, ESEA Title I, Kansas

The Elementary Secondary Education Act Title I program described in this paper served 1550 educationally deprived pupils in 82 Kansas elementary and junior high schools during the 1971-1972 academic year. The primary goals of the reading program were to improve and upgrade word recognition and reading skills and to improve pupils' attitudes. The remedial systems utilized were eclectic: individual teachers developed techniques which were most successful in their specific situations. Although participants ranged in level from grades one to nine, a special effort was made to provide instruction in the primary grades. Discussions of the educational context in which remediation occurred, of personnel utilization, of diagnostic techniques, and of evaluation of program success are included in the program description. Assessment of data revealed that from 54% to 73% of the students achieved at least one month's gain for each month of instruction, according to three evaluation measures. Recommendations urged that the corrective reading program be continued. (KS)

ED 127 554 CS 002 866

Fitzmaurice, Mercedes D.
Learning Institute In-Service Results.

Pub Date 76
Note—17p.; Paper presented at the Annual Meeting of the International Reading Association (21st, Anaheim, California, May 1976); Figures in Tables may reproduce poorly

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Conventional Instruction, *Diagnostic Teaching, Educational Research, *Effective Teaching, Elementary Education, Independent Reading, *Inservice Teacher Education, *Reading Instruction, Teacher Attitudes, Teaching Methods

This report compares the relative improvement in reading shown by students taught by teachers trained in the diagnostic/prescriptive approach with those taught by teachers using a conventional method. Subjects were 239 control and 261 experimental students, matched in basic demographic characteristics and in IQ scores, from grades four through six. Twelve control and 12 experimental teachers each taught reading to approximately 25 students. All teachers received inservice training one hour a week, with the experimental teachers receiving an additional three hours of inservice training each week in the diagnostic/prescriptive approach. Pretests and posttests were administered to the students, while the Minnesota Teacher Attitude Test measured teachers' attitudes toward their students. Findings show that inservice teacher training produces higher levels of student spelling ability, that the same may be true of student reading ability, and that teachers' attitudes directly influence student progress. Tables of findings are included. (JM)

ED 127 555 CS 002 867

Wilson, George
Learner Verification: A Publisher's Case Study.

Pub Date 76
Note—9p.; Paper presented at the Annual Meeting of the International Reading Association (21st, Anaheim, California, May 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Case Studies, Educational Needs, Elementary Secondary Education, *Evaluation Methods, Higher Education, *Instructional Materials, *Marketing, *Material Development, *Publishing Industry

Identifiers—Learner Verification

Learner verification, a process by which publishers monitor the effectiveness of their products and strive to improve their services to schools, is a practice that most companies take seriously. The quality of educational materials may be ensured in many ways: by analysis of sales, through firsthand investigation, and by employing a system of evaluators within the school system. Two case studies are described, one detailing the failure of a product designed to aid in word recognition, the other outlining the use of an independent research group to predict teacher and student acceptance of a flexible instructional packet. While the analysis of educational needs may increase production costs, they can also prevent the proliferation of irrelevant products. (KS)

ED 127 556 CS 002 868

Roberts, Patricia Chambers, Dewey
Sugar and Spice and Almost Always Nice: A Content Analysis of the Caldecotts.

Pub Date 76
Note—11p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Awards, *Childrens Books, *Childrens Literature, Content Analysis, Elementary Education, *Females, Illustrations, Sex Discrimination, *Sex Role, *Sex Stereotypes

Identifiers—*Caldecott Award

The children's books which have been awarded the Caldecott medal for each year's finest illustrations in juvenile literature exemplify the best in book making and in color reproduction and are among the best examples of art available to children. However, a recent study of the content of these books shows that both the text and the illustrations portray female characters as subordinate to the other sex, as the one who fails, as the caretaker of the home, as the nurturer of the family, and as the character seen most often in the home environment and least often in business and the professions. Thus, an assumption that the Caldecott-award-winning books are not stereotyping the female image can be challenged. (JM)

ED 127 557

CS 002 872

Nevius, John R., Jr.

Teaching for Logical Thinking Is a Prereading Activity.

Pub Date 76

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Class Activities, Classroom Environment, Cognitive Development, Concept Formation, *Concept Teaching, Early Childhood Education, *Learning Activities, Learning Processes, *Logical Thinking, *Prereading Experience, *Reading Readiness

The research findings of Siegel, Wohlwill, Goodman, and others suggest that reading is a thinking skill which may be facilitated by the instruction of transferable problem-solving skills. In order to maximize learning in young children, it is important to provide opportunities which allow the exchange of information and concepts from one activity to another. Classroom exercises are outlined which illustrate the basic concepts perceived as essential to the development of reading skills (patterning, comparison, classification, prediction, and hypothesis). Suggestions are included for manipulation of the classroom environment to provide centers for the instruction of these basic concepts. (KS)

ED 127 558

CS 002 873

Block, Alan And Others

The Reading Ability of College Students Versus the Readability of Their Texts.

Townson State Coll., Md.

Pub Date 76

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*College Freshmen, Composition (Literary), Higher Education, *Readability, *Reading Ability, *Reading Level, Reading Research, *Textbooks

The relationship between the reading abilities of 215 freshman composition students and the readability of their college textbooks was studied. Measures from the Nelson-Denny Reading Test and the Dale-Chall Readability Formula were used to assess the relationship between reading ability and the readability of the textbooks. Results indicated that 72% of the students were scoring at or above the freshman reading level. Therefore, four out of the six freshman textbooks used in the study might be considered inappropriate for over one-fourth of the total student sample. (Author/AA)

ED 127 559

CS 002 874

Smith, Frank

Applications of Research: Language Comprehension and Reading.

Pub Date 76

Note—15p.; Paper presented at the Annual Meeting of the International Reading Association (21st, Anaheim, California, May 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Learning Processes, *Learning Theories, *Reading Development, *Reading Instruction, *Reading Processes, Reading Programs, *Reading Research, Teaching Methods

Theories of reading development may be grouped into roughly two opposing categories, depending on where the source of reading control is assumed to be located. "Outside-in" theories, those characterized by the notion that reading is a hierarchical series of decisions dependent on structured discrimination of print material, clearly predominate. Although these theories provide the basis for the most frequently used reading instruction programs, they fail to account for intention, selectivity, prediction, and comprehension in reading. "Inside-out" approaches, on the other hand, argue that children learn to read by making sense of written language from inferred meaning and prior knowledge, in much the same manner that they acquire language skills. Although these theories do not offer prescriptions for methodology or provide direct translations into practice, their assumptions often appeal to the intuitions of experienced teachers. Since the skill of reading is imbedded in the complex functions of the brain, educators need to focus their attention on the internal, as well as external, processes of learning. (KS)

ED 127 560

CS 002 875

Durrell, Donald D.

Phonics and Spelling.

Pub Date 76

Note—8p.; Paper presented at the Annual Meeting of the International Reading Association (21st, Anaheim, California, May 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Beginning Reading, Early Childhood Education, Instructional Programs, Intermediate Grades, *Language Skills, *Phonics, *Prereading Experience, *Reading Instruction, *Spelling Instruction, Vocabulary Development

This paper details the development of two commercial programs for the instruction of language skills. The first, a reading program for the first two months of first grade, is designed to move children from speaking to reading without experiencing failure. In teaching prereading phonics skills (letter recognition, letter writing, awareness of letter-name sounds, and syntax matching), emphasis is placed on the child's active response to speech rather than on decoding. The second program, intended for use by poor spellers in the middle grades, subordinates correct spelling to vocabulary growth. Attention to word or sentence structure is perceived to be counterproductive to idea transfer; language experience and knowledge of word meaning are assumed to be more effective facilitators of higher spelling accuracy than is the teaching of spelling mechanics. Word recognition techniques stressing meaning, as well as team and game approaches and choral or dramatic reading, are suggested to improve spelling ability. (KS)

ED 127 561

CS 002 876

Luderer, Elaine Keegan

The Effect of Prefatory Statements on the Listening Comprehension of Fourth and Fifth Graders.

Pub Date 76

Note—114p.; M.Ed. Thesis prepared at Rutgers, The State University of New Jersey

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Cognitive Processes, Educational Research, Intermediate Grades, *Learning Processes, *Listening Comprehension, Listening Tests, Masters Theses, Reading Comprehension, Sex Differences

Identifiers—*Advance Organizers, *Prefatory Statements

This study investigated the effects of prefatory statements (advance organizers) on the listening comprehension of 310 Cliffside Park, New Jersey, fourth and fifth graders. Six null hypotheses were tested: two examining the differences in listening comprehension between students of both grade levels who used and did not use prefatory statements; two testing the effect of prefatory statements on subjects with above average, average, and below average reading comprehension levels; and two examining the relationship between subjects' sex and the use and nonuse of prefatory statements. Listening comprehension was measured by using four exercises developed by the experimenter. Data revealed no significant difference in listening comprehension between students using prefatory statements and those not using prefatory statements, with regard to grade level, reading comprehension level, or sex of subject. (Author/KS)

ED 127 562

CS 002 877

Gross, Susan And Others

An Assessment of the State Agency Component of the Right to Read Program. Volume I, National Findings. Final Report.

Applied Management Sciences, Inc., Silver Spring, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No—G-61

Pub Date Jun 76

Contract—300-75-0263

Note—205p.; See related documents CS 002 878 and CS 002 879

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Educational Administration, Educational Research, Elementary Secondary Education, *Program Administration, *Program Content, Program Descriptions, Program Evaluation, *Reading Programs, *State Programs

Identifiers—*Right to Read

An investigation of the activities of the state Right to Read Programs during the periods from 1972 to 1973 and from 1973 to 1974 is provided in this volume. In order to determine the effects of the programs at the state and local educa-

tional-agency levels, data were obtained from visits to the 31 state departments of education involved and to three randomly selected local agencies, as well as from a mail survey of a 50% sample of local Right to Read directors. Assessment included a summary of program processes across the 31 states, focusing on the following topics: characteristics of program directors, program objectives, the establishment of reading as a top priority, task forces, advisory councils, technical assistance within the program, dissemination of information and amassment of public support, equitable distribution of services, training of directors, needs assessment, accreditation and certification of teachers, evaluation of program procedures, adult literacy, communication systems, and a comprehensive plan of action. (Author/KS)

ED 127 563

CS 002 878

Gross, Susan And Others

An Assessment of the State Agency Component of the Right to Read Program. Volume II, State Profiles. Final Report.

Applied Management Sciences, Inc., Silver Spring, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No—G-61

Pub Date Jun 76

Contract—300-75-0263

Note—139p.; See related documents CS 002 877 and CS 002 879

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Case Studies, *Educational Administration, Elementary Secondary Education, *Program Administration, *Program Content, Program Descriptions, Program Evaluation, *Reading Programs, *State Programs

Identifiers—*Right to Read

Case studies describing the program operation of the 31 state components of the Right to Read Program during the periods from 1972 to 1973 and from 1973 to 1974 are provided in this volume. Data are grouped into nine major categories of investigation: estimated participation in programs, projection of total participation, training activities, authority of state program directors, duties of the state advisory council, legislation passed or pending that might affect the program, changes in teacher certification, program coordination with adult basic education, and effect of the loss of federal funding. Analyses of specific state programs reveal that the approach taken by the federal administrators responsible for the state components of the program resulted in meaningful effects while utilizing a relatively modest amount of money. (Author/KS)

ED 127 564

CS 002 879

Gross, Susan And Others

An Assessment of the State Agency Component of the Right to Read Program. Volume III, Data Collection Instruments. Final Report.

Applied Management Sciences, Inc., Silver Spring, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No—G-61

Pub Date Jun 76

Contract—300-75-0263

Note—90p.; See related documents CS 002 877 and CS 002 878

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Data Sheets, Elementary Secondary Education, *Evaluation Methods, *Measurement Instruments, Program Evaluation, *Questionnaires, *Reading Programs, *State Programs

Identifiers—*Right to Read

The data collection instruments used to gather information on the state Right to Read Program, during the periods from 1972 to 1973 and from 1973 to 1974, are presented in this volume. Questionnaires included assess the roles and opinions of the following key individuals in the state and local levels of program administration: chief state school officer, state Right to Read director, assistant superintendent for instruction, director of the state teacher certification agency, director of the state adult basic education program, chairperson of the state Right to Read advisory council, local district Right to Read director, district superintendent, assistant superin-

tendent, principal/director, teacher, and local district adult basic education director. (Author/KS)

ED 127 565 CS 002 880

McCormick, William J.

Developing and Implementing a Process for Identifying Needs in Reading Programs as a Basis for a Plan of Corrective Action.

Pub Date 76

Note—173p.; Ed.D. Practicum Paper, Nova University

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Educational Planning, Elementary Secondary Education, Practicums, *Program Development, *Program Evaluation, *Program Improvement, *Reading Programs, *State Standards

Identifiers—Delaware, Standards of Excellence for Reading in Delaware

A program was proposed and initiated to involve teachers and administrators of the Smyrna (Delaware) School District in a thorough assessment of their reading programs. Using "Standards of Excellence for Reading in Delaware" and its accompanying checklist as the assessment instrument, committees in each building met with members of the Delaware Department of Public Instruction reading team to complete the checklist, discuss their responses, and record findings. From these findings a district committee, composed of representatives from each of the building committees, identified needs and ranked them in order of priority. Needs which the committee felt to be most vital became the basis for a written plan of corrective action. A copy of the original and a copy of the revised "Standards of Excellence for Reading in Delaware," as well as documents produced at each stage of the Smyrna assessment, are included as appendices. (Author/AA)

ED 127 566 CS 002 881

The Learner Verification of Series r: The New Macmillan Reading Program; Highlights.

National Evaluation Systems, Inc., Amherst, Mass.

Pub Date Jul 75

Note—25p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Basic Reading, Curriculum Development, *Curriculum Evaluation, Educational Research, Elementary Education, Evaluation Criteria, Evaluation Methods, *Instructional Materials, *Learning, Mathematics Materials, *Program Effectiveness, *Reading Programs, *Textbook Evaluation

Identifiers—*Learner Verification

National Evaluation Systems, Inc., has developed curriculum evaluation techniques, in terms of learner verification, which may be used to help the curriculum-development efforts of publishing companies, state education departments, and universities. This document includes a summary of the learner-verification approach, with data collected about a new mathematics series, and a report about the application of the procedure to the "Series r" reading program developed by the Macmillan Publishing Company. The report describes five components of learner verification (overall student achievement, specific student achievement, specific student growth and retention, and student and teacher opinion and satisfaction data), discusses the evaluative findings for each of these components, summarizes the overall evaluation, and contains charts illustrating the findings. (JM)

ED 127 567 CS 002 882

Guthrie, John T. And Others

A Study of the Locus and Nature of Reading Problems in the Elementary School. Section I. Final Report.

International Reading Association, Newark, Del. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 30 Jun 76

Contract—400-75-0062

Note—151p.; See related document CS 002 883

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Cognitive Processes, Elementary Education, *Failure Factors, *Instructional Innovation, *Reading Achievement, *Reading Difficulty, *Reading Instruction, Reading Processes, Research Reviews (Publications), School Conditions, *School Organization, School Planning, Success Factors

School characteristics associated with reading achievement and characteristics of low achievers in reading are examined in separate articles in this report. The first article begins with a review of the literature on school effects, arguing that there are school variables that show consistent associations with achievement, when the structure and function of the school system (rather than simple input/output measures) are considered. Studies of successful reading programs are examined in order to isolate common characteristics. Finally, the literature on educational innovation is extensively reviewed. The second article focuses on research findings distinguishing between good readers and poor readers, in terms of cognitive abilities and other skills related to reading. (AA)

ED 127 568 CS 002 883

Guthrie, John T. And Others

A Study of the Locus and Nature of Reading Problems in the Elementary School. Section II. Final Report.

International Reading Association, Newark, Del. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 30 Jun 76

Contract—400-75-0062

Note—79p.; See related document CS 002 882

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Compensatory Education, Elementary Education, *Reading Achievement, *Reading Difficulty, *Reading Instruction, Reading Research, *Success Factors

Data gathered by the Educational Testing Service from 57,694 children in 264 schools were re-analyzed using the instructional group as the unit of analysis. Second-grade and sixth-grade children were tested in the fall and spring with the Metropolitan Achievement Test and either the Cooperative Primary Test or the Sequential Test of Educational Progress. Questionnaires were used to gather information about demographic characteristics, organization and implementation of programs, educational attitudes, pupil characteristics, and classroom activities. The data were analyzed using separate four-factor analyses of variance (sex by SES by instructional time by instructional emphasis) for each grade and program type. Results indicated that time spent in formal reading instruction was most strongly associated with gains in reading achievement. Instructional emphasis had less impact than instructional time, although in second-grade compensatory programs low instructional emphasis on skills combined with a maximum amount of time produced larger comprehension gains than did high emphasis on skills combined with maximum instructional time. Considered apart from instructional characteristics, sex and socioeconomic level did not influence gains in achievement. (AA)

ED 127 569 CS 002 884

Allington, Richard L. Fleming, James T.

The Misreading of High Frequency Words.

Pub Date 76

Note—10p.; Paper presented at the New England Educational Research Organization Conference (Provincetown, Massachusetts, May 1976); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Context Clues, *Cues, Grade 4, Intermediate Grades, *Miscue Analysis, *Oral Reading, *Reading Ability, *Reading Processes, Reading Research, Reading Speed, Word Recognition

This study attempted to assess the relationship between misreading of high-frequency words and utilization of semantic and syntactic cue systems. A 250-word passage from a second-grade basal reader was altered in two ways: in one condition, the sentences were randomly ordered, and, in the other, the words were randomly ordered. Twenty-four fourth graders, 12 good readers and 12 poor readers, were asked to read orally both the altered versions and the original passage. Data were collected on general word-identification accuracy and on time needed to complete the readings in each condition. The analysis indicated a considerable difference in mean time needed to complete the readings for both groups. Despite the fact that the random-word condition depressed performance for both groups an almost identical amount, the proportional increase in time needed by good readers was dramatically

greater than that needed by poor readers. The random-word condition had a more disturbing effect on poor readers' performances with regard to high-frequency, low-discriminability words. The clearest implications of these findings constitute a rejection of the notion that misreading is simply traceable to perceptual confusion. (KS)

ED 127 570 CS 002 885

Project Information Packages: Overview.

RMC Research Corp., Los Altos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—300-76-0002

Note—8p.; See related documents CS 002 886-892

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cross Age Teaching, Elementary Secondary Education, *Mathematics Instruction, Program Descriptions, *Program Development, *Projects, *Reading Programs, Remedial Instruction, Social Studies

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Project Information Packages

This brochure describes a new series of Project Information Packages, a U.S. Office of Education response to the need for a systematic approach to disseminating exemplary projects. The packages describe procedures for developing the necessary administrative support and management framework, as well as instructional methods and techniques. The six packages include Project Catch-Up, a reading and math project for children in kindergarten through sixth grade; Project Conquest, reading project for students in second grade through sixth grade and for first-grade repeaters; High Intensity Tutoring, a cross-age tutoring project involving sixth, seventh, and eighth graders; Intensive Reading Instructional Teams, a reading project for third graders and for some fourth graders; Programmed Tutorial Reading, an individualized tutoring program for first graders having difficulty learning to read; and Project R-3, a motivational program in reading, math, and social studies for junior high school students. Materials available for selecting a project and those included in the packages themselves also are described. (AA)

ED 127 571 CS 002 886

Analysis and Selection Kit: Project Selection Guide.

RMC Research Corp., Los Altos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—300-76-0002

Note—17p.; See related documents CS 002 885-892

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cross Age Teaching, Elementary Secondary Education, *Mathematics Instruction, Program Descriptions, *Program Development, *Projects, *Reading Programs, Remedial Instruction, Social Studies

Identifiers—*Project Information Packages

This brochure provides an introduction and guide to using six individual project selection booklets related to a new series of Project Information Packages. The packages, produced in response to the need for a systematic approach to disseminating exemplary projects, describe procedures for developing the necessary administrative support and management framework, as well as instructional methods and techniques. The six packages include Project Catch-Up, a reading and math project for children in kindergarten through sixth grade; Project Conquest, a reading project for students in second grade through sixth grade and for first-grade repeaters; High Intensity Tutoring, a cross-age tutoring project involving sixth, seventh, and eighth graders; Intensive Reading Instructional Teams, a reading project for third graders and for some fourth graders; Programmed Tutorial Reading, an individualized tutoring program for first graders having difficulty learning to read; and Project R-3, a motivational program in reading, math, and social studies, for junior high school students. (AA)

ED 127 572 CS 002 887

Project R-3 (San Jose, California): Analysis and Selection Kit.

RMC Research Corp., Los Altos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—300-76-0002

Note—24p.; See related documents CS 002 885-892

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Junior High Schools, Learning Laboratories, *Mathematics Instruction, *Motivation Techniques, Program Descriptions, Program Development, *Projects, *Reading Programs, Secondary Education, *Social Studies

Identifiers—*Project Information Packages

Project R-3 is a motivational program designed to upgrade essential reading and math skills of junior high school students. It emphasizes student readiness, subject relevance, and learning reinforcement (R-3) in a laboratory environment. All incoming seventh graders are involved in the project and remain with it for three years. A teaching team of three content area teachers (reading, math, and social studies) stays with the students for the duration of the project. This brochure describes the program's approach and requirements in terms of instruction, management/communication, personnel, materials/equipment, facilities, and costs. Criteria to consider in adopting the program and a timetable for getting started are also outlined. (AA)

ED 127 573

CS 002 888

Project Catch-Up (Newport-Mesa Unified School District, California): Analysis and Selection Kit.

RMC Research Corp., Los Altos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—300-76-0002

Note—24p.; See related documents CS 002 885-892

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Education, Learning Laboratories, *Mathematics Instruction, Program Descriptions, *Projects, *Reading Programs, Remedial Instruction, *Remedial Mathematics, *Remedial Programs, *Remedial Reading Programs

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Project Information Packages

Project Catch-Up is a reading and math laboratory project for kindergarten through sixth-grade students. It features highly qualified teachers and aides who teach in the morning only, in an attractive, well-equipped laboratory, using an eclectic approach. Staff members are free to use whatever techniques they choose and to purchase instructional materials, which they match to clearly defined objectives. Teachers take responsibility for the achievement gains of 18 low-achieving elementary students in reading and math. Aides are responsible for the gains of ten students. This brochure describes the program's approach and requirements in terms of instruction, management/communication, personnel, materials/equipment, facilities, and costs. Criteria to consider in adopting the program and a timetable for getting started are also outlined. (AA)

ED 127 574

CS 002 889

Intensive Reading Instructional Teams (Hartford, Connecticut): Analysis and Selection Kit.

RMC Research Corp., Los Altos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—300-76-0002

Note—24p.; See related documents CS 002 885-892

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Education, Grade 3, *Individualized Programs, *Learning Laboratories, Program Descriptions, *Projects, *Reading Programs, *Remedial Reading Programs, *Team Teaching

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Project Information Packages

Intensive Reading Instructional Teams is a laboratory project for third graders and for some fourth graders who have difficulty in reading. It features a carefully individualized, eclectic approach made possible by low student/teacher ratios and by a wide variety of materials and equipment. The unique features of this program are the use of an intensive, three-hour session every morning for ten weeks and a team approach to instruction. This brochure describes the program's approach and requirements in terms of

instruction, management/communication, personnel, materials/equipment, facilities, and costs. Criteria to consider in adopting the program and a timetable for getting started are also outlined. (AA)

ED 127 575

CS 002 890

Programed Tutorial Reading (Farmington, Utah): Analysis and Selection Kit.

RMC Research Corp., Los Altos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—300-76-0002

Note—24p.; See related documents CS 002 885-892

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Basic Reading, Grade 1, *Paraprofessional School Personnel, Primary Education, Program Descriptions, *Programed Tutoring, *Projects, *Reading Programs, *Tutorial Programs

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Project Information Packages

Programed Tutorial Reading is a highly structured tutoring project for first graders. It supplements regular classroom reading instruction and is conducted by either paraprofessionals or high school tutors, not by teachers. The project uses tutoring kits designed to match six of the most commonly used basal reading series. The kits specify in detail what to teach and how to teach it, so that a tutor's decisions about a child's reading are limited to judging the correctness or appropriateness of answers. This brochure describes the program's approach and requirements in terms of instruction, management/communication, personnel, materials/equipment, facilities, and costs. Criteria to consider in adopting the program and a timetable for getting started are also outlined. (AA)

ED 127 576

CS 002 891

High Intensity Tutoring Project (Highland Park, Michigan): Analysis and Selection Kit.

RMC Research Corp., Los Altos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—300-76-0002

Note—24p.; See related documents CS 002 885-892

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cross Age Teaching, Elementary Education, *Mathematics Instruction, Program Descriptions, *Programed Tutoring, *Projects, *Remedial Mathematics, *Remedial Reading Programs, Tutorial Programs

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Project Information Packages

High Intensity Tutoring is a cross-age tutoring project for sixth, seventh, and eighth graders. The project features drill in basic reading and math facts and the use of programed workbooks. Teachers distribute candy and other rewards on the basis of points earned by students acting as either tutors or tutees. Tutor-tutee pairs are assigned so that the tutor is approximately two years ahead of the tutee in reading and math skills. Tutees often advance to become tutors. Teachers and aides unobtrusively monitor tutoring, keep detailed records of the percent of errors each tutee makes, and assign materials tutees can complete with 90% to 94% accuracy. This brochure describes the program's approach and requirements in terms of instruction, management/communication, personnel, materials/equipment, facilities, and costs. Criteria to consider in adopting the program and a timetable for getting started are also outlined. (AA)

ED 127 577

CS 002 892

Project Conquest (East St. Louis, Illinois): Analysis and Selection Kit.

RMC Research Corp., Los Altos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—300-76-0002

Note—24p.; See related documents CS 002 885-891

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Diagnostic Teaching, Elementary Education, *Individualized Programs, *Learning Laboratories, Program Descriptions, *Projects, *Reading Programs

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Project Information Packages

Conquest is a laboratory project for first-grade repeaters and for students in second grade through sixth grade who have difficulty in reading. It features an individualized, eclectic approach made possible by low student/teacher ratios and by a wide variety of materials and equipment. Instructional and diagnostic procedures are highly structured, facilitating the task of individualizing instruction for a large number of students. Children nominated by their classroom teachers are thoroughly screened for reading deficiencies and contributing health conditions prior to admission to the project. A nurse and a counselor work with problems outside the scope of the reading clinicians. This brochure describes the program's approach and requirements in terms of instruction, management/communication, personnel, materials/equipment, facilities, and costs. Criteria to consider in adopting the program and a timetable for getting started are also outlined. (AA)

ED 127 578

CS 002 893

Martin, Deanna Coleman Lorton, Mary
Affective Readiness Training for Teachers and Students.

Pub Date 76

Note—13p.; Paper presented at the Annual Meeting of the Missouri Council of the International Reading Association (Columbia, Missouri, March 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Affective Behavior, Educational Philosophy, Elementary Secondary Education, Higher Education, *Learning Motivation, *Reading Instruction, *Reading Readiness, Student Motivation

Although educators have for a long time recognized that learning from what one reads involves more than just cognitive skills, little attention has been given to techniques for developing affective readiness for reading activities. Teachers have a responsibility to model affective readiness whenever the opportunity presents itself, as well as to assist students in developing their own affective readiness to learn. The basic steps in this process are understanding the concept of affective readiness, establishing relaxation, utilizing affirmations, and processing the affirmation statement through the affective domain. (Author/AA)

ED 127 579

CS 002 894

Rakes, Thomas A. Hartman, Thomas G.

Summer Sports Project: A Pilot Study for Reading Improvement.

Memphis State Univ., Tenn.

Spons Agency—National Collegiate Athletic Association, Shawnee Mission, Kans.; Tennessee

Pub Date Sep 76

Note—36p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Athletes, Elementary Secondary Education, *Grouping (Instructional Purposes), Models, *Program Evaluation, Reading Comprehension, *Reading Improvement, *Reading Programs, Reading Research, Vocabulary

Identifiers—Memphis State University, *Summer Sports Project

From 22 June through 30 July 1976, a prototype instruction/evaluation model for a reading-enrichment program was developed and tested. The model included a randomly selected sample of subjects drawn from 280 children, aged eight through seventeen, participating in a sports program at Memphis State University. The 60 experimental-group students were placed in four subgroups based upon instructional emphasis (comprehension vs. vocabulary) and grouping strategy (homogeneous vs. heterogeneous). After four weeks of instruction, subjects were evaluated using the Gates-MacGinitie Reading Tests, the Nowicki-Strickland Locus of Control Scale for children, and a locally developed satisfaction scale. While the instructional period was too short to result in any significant differences between groups, interesting trends were observed favoring vocabulary study and homogeneous grouping. It was concluded that the posttest-only, control-group design was the appropriate choice for evaluation purposes and that the program was worthy of further development. Tables of findings are included. (Author/JM)

ED 127 580 CS 002 895

Boyer, Max W., Comp.

A Comprehensive Bibliography of the Cloze Procedure. Part B.

Pub Date Sep 76

Note—16p.; Bibliography prepared at the State College of Victoria at Toorak, Australia

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bibliographies, *Cloze Procedure, Elementary Secondary Education, Higher Education, Readability, Reading Ability, *Reading Comprehension, Reading Research

This bibliography, intended as a supplement to a previous bibliography (see ED 099 830), includes 152 listings of articles, books, papers, and dissertations containing a significant cloze component. Entries are listed alphabetically by author. This supplement includes 152 entries, making the total of entries in the original bibliography and this supplement in excess of 450. (JM)

ED 127 581 CS 002 896

Del-Val, Patricia Ellen Berg

A Survey and Analysis of the Role of the Reading Specialist in the New England States.

Pub Date 76

Note—230p.; Ed.D. Dissertation, Boston University, School of Education

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-21,225, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Background, Doctoral Theses, *Job Satisfaction, Qualifications, *Reading Instruction, Reading Research, Remedial Reading, Responsibility, *Role Perception, *Specialists, Surveys

Identifiers—New England

This study gathered information from reading specialists about the nature of their role. From more than 500 questionnaires sent to specialists in 59 school systems in New England, 441 usable questionnaires were returned. The questionnaire was divided into six groups of items: background and general information, responsibilities, communication with others, job satisfactions and dissatisfactions, performance in reading, and qualities of a good reading specialist. The following conclusions were drawn: reading specialists primarily serve remedial reading students; part of the specialists' role is advising teachers about methods and materials; specialists' responsibilities differ according to grade level and community size; specialists have educational and experiential backgrounds in the field of reading; the most important ability of the specialist is dealing effectively with students, teachers, and administrators; reading specialists do not have communication problems; and they are satisfied with their roles. (Author/JM)

ED 127 582 CS 002 898

Driskill, Robert Eugene

Selected Factors Relating to Reading Achievement.

Pub Date 76

Note—140p.; Ed.D. Dissertation, The University of Arizona

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-21,103, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Caucasian Students, *Cultural Factors, Doctoral Theses, Elementary Education, *Failure Factors, Grade 3, Mexican Americans, Negro Students, *Reading Achievement, Reading Research, *Student Evaluation, *Success Factors

Identifiers—Arizona

Data drawn from the Arizona statewide testing program were used to relate selected factors to third-grade reading achievement in a representative sample of 50 school districts. Analyses of scores on the Metropolitan Achievement Test indicated that reading scores were positively related to the average market value of single residences within the school district and negatively related to ethnic imbalance in the largest school districts. Significant differences were also found between 1970-1971 and 1971-1972 reading scores in the largest districts, suggesting that there may have been changes in reading programs. Size of district, however, was not significantly related to third-grade reading achievement. (Author/AA)

ED 127 583 95 CS 002 899

Golinkoff, Roberta Michnick

A Comparison of Reading Comprehension Processes in Good and Poor Comprehenders.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—46p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Decoding (Reading), Elementary Secondary Education, Failure Factors, *Reading Comprehension, *Reading Difficulty, *Reading Processes, *Reading Skills, Research Reviews (Publications), Success Factors

This paper critically reviews selected studies in the area of reading comprehension, in order to characterize the differential patterns that skilled and unskilled comprehenders employ. The research reviewed is organized into three broad components: (1) decoding, (2) accessing the meaning of single printed words, and (3) text organization processes, or obtaining meaning from larger stretches of text. Results from various studies suggest that good and poor comprehenders differ primarily in the first and third components. Speculations are offered on the interrelationships between these components and their effect on reading comprehension processes. (Author)

ED 127 584 CS 002 900

Sens, Gerald M.

An Information-Integration Theory and Its Application to Normal Reading Acquisition and Reading Disability.

Leadership Training Inst. in Learning Disabilities, Tucson, Ariz.

Pub Date 72

Note—89p.; This paper first appeared in Bryant, N.D., and Kass, C.E. "Leadership Training Institute in Learning Disabilities": Final Report, Volume II. 1972, p. 305-391; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Attention Span, *Cognitive Processes, Elementary Secondary Education, *Information Theory, *Learning Disabilities, *Models, Reading Development, Reading Difficulty, *Reading Failure, *Reading Processes

The first major section of this report describes in detail an information-integration theory which seeks to explain how an organism selects information and integrates it with other information from the environment and from the organism's internal processes. The model treats information as a pattern of neural activity composed of a plethora of unit data in a matrix of limited processing capacity. In the second major section, the theory is applied to the problems of children having school difficulties. A general model of normal reading acquisition is generated, the problem of short attention span is considered, and other problems in reading are discussed from the perspective of the model. (AA)

ED 127 585 CS 002 901

Steinhour, Sue, Ed.

Right to Read Manual for Community Literacy Program Development.

Illinois State Office of Education, Springfield.

Pub Date 76

Note—479p.

EDRS Price MF-\$0.83 HC-\$26.11 Plus Postage.

Descriptors—*Community Involvement, Elementary Secondary Education, *Literacy, Manuals, *Program Development, Program Guides, *Program Planning, *Reading Programs, School Community Programs

Identifiers—*Right to Read

The result of a cooperative effort between the Illinois Office of Education and the Wisconsin Department of Public Instruction, this manual establishes a framework to help educators and concerned citizens plan and implement a local Right to Read program. Inherent in the philosophy reflected in this manual is the assumption that the impetus for eliminating illiteracy in each community should come from within rather than be mandated from without. Chapters include analyses of the national, state, and local Right to Read effort; Right to Read and the community; the local Right to Read advisory council; publicity and public relations; assessment and program planning; roles and responsibilities of involved individuals; and inservice education and Right to Read. (KS)

ED 127 586 CS 002 902

Goldberg, Lynn

A Reading Retraining Program for Illiterate High School Students.

Pub Date 76

Note—10p.; Paper presented at the Annual Meeting of the International Reading Association (21st, Anaheim, California, May 1976); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Alternative Schools, *Decoding (Reading), *Learning Laboratories, Program Descriptions, Reading Difficulty, Reading Instruction, *Reading Programs, *Remedial Reading, Secondary Education

Identifiers—SRA Basic Reading Series

This paper describes the rationale and procedures used in identifying and retraining illiterate or semilliterate high school students in an alternative high school. The program focused on decoding skills taught through SRA materials in a reading skills laboratory. Because many of the students had had many years of unsuccessful remedial reading instruction, the program attempted to retrain them, as though they had never previously tried to learn to read. After one year, 39 of the 59 students who attended the course had completed the decoding phase and were able to read all of the spelling patterns covered by the SRA series. All but one of the students advanced at least two levels in the SRA series and were evaluated by teachers as having considerably improved their decoding skills. (AA)

ED 127 587 CS 002 903

Forgione, Roberta Walsh

Construction of a Diagnostic Reading Instrument for Secondary Students. (Volumes I and II).

Pub Date 76

Note—784p.; Ed.D. Dissertation, Boston University, School of Education

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-21,231, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Diagnostic Tests, Doctoral Theses, Junior High Schools, *Reading Diagnosis, Reading Research, *Reading Skills, *Reading Tests, Secondary Education, Test Construction, Test Validity

Identifiers—*Diagnostic Skills Test

An experimental diagnostic assessment of selected reading skills was constructed for pupils in grades seven through nine. Parallel forms measured word pronunciation, phonic spelling, visual memory, listening comprehension, unaided recall after silent reading, and unaided oral recall after both oral and silent reading. After revisions based on a pilot study, both forms of the instrument were administered to a sample of 125 junior high school students; subtests measuring word pronunciation and oral recall after oral and silent reading were individually administered to a subsample of 66 students. The total sample also completed the California Achievement Test and the Kuhlmann-Anderson Test. Reliabilities, estimated separately for each subtest at each grade, ranged from .593 to .941. Regression analyses were used to find the best predictive combinations of subtests for vocabulary, comprehension, and total reading. Relationships among the subtests and between each subtest and the criterion instruments were also investigated. (Author/AA)

ED 127 588 CS 002 904

Johnson, Darwin B.

Teacher Knowledge of Reading and the Reading Development of Students in Grades Two through Four.

Pub Date 76

Note—125p.; Ed.D. Dissertation, Northern Illinois University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-21,466, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Elementary Education, *Failure Factors, *Reading Achievement, *Reading Comprehension, *Reading Development, Reading Research, *Success Factors, *Teacher Characteristics, Teacher Education, Teacher Influence, Teaching Experience, Vocabulary

Identifiers—Teacher Knowledge

Relationships between teachers' knowledge of reading and students' achievement in reading were investigated in a sample of 1,058 students and 62 teachers in grades two, three, and four. Students were pre- and posttested with the Gates-MacGinitie Reading Tests and the Cognitive Abilities Test. Teachers' knowledge of reading was measured with the Inventory of Teachers' Knowledge of Reading and the California Phonics Survey. Analysis of results indicated that although teachers differed in their knowledge of phonics and of reading, neither was significantly related to students' growth in vocabulary or comprehension. Reading improvement was related to students' IQs, grade assignments, and teachers' experience. Girls also tended to show greater vocabulary growth than did boys. (Author/AA)

ED 127 589 CS 002 905

Keyser, Dale Franklin

Relationship of Placement of Performance Objectives and Reading Comprehension Levels on the Learning of Intentional and Unintentional Material in Written Prose.

Pub Date 76

Note—131p.; Ph.D. Dissertation, The University of Michigan

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-19,169, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Behavioral Objectives, Business Communication, College Students, Doctoral Theses, Factual Reading, Higher Education, *Learning Processes, *Reading Comprehension, Reading Research, Retention, *Verbal Learning

From a total enrollment of 440 students in business communication classes, 270 voluntarily participated in a study of the relationship between the placement of performance objectives and reading comprehension. Students were tested for reading comprehension and were randomly assigned to one of two experiments and to pre-, post-, or no-objective groups. The two experiments differed in the reading passage used; in both cases, intentional and unintentional learning were tested with an immediate posttest and a four-week retention test. Analysis of the results indicated that performance objectives were more effective with difficult material and that students with medium or high reading comprehension learned better when no performance objectives were involved. However, when performance objectives were made available, postobjectives were more effective than were preobjectives, in increasing both intentional and unintentional learning. (Author/AA)

ED 127 590 CS 002 906

Lazdowski, Walter Peter

Determining Reading Grade Levels from Analysis of Written Compositions.

Pub Date 76

Note—158p.; Ed.D. Dissertation, New Mexico State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-19,686, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Composition Skills (Literary), Doctoral Theses, Elementary Secondary Education, Higher Education, Measurement Techniques, Readability, *Reading Ability, *Reading Achievement, *Reading Level, Reading Research, Writing Skills

This study investigated the use of samples of students' writing as a means of assessing their reading achievement. Writing samples were collected from 338 students in grades seven through fourteen. Reading ability for these students ranged from below third-grade level to above fourteenth-grade level. Writing samples were categorized according to reading ability without regard to actual grade level of the student. Each writing sample was scored (1) for readability using a set of standard formulas, and (2) for selected measures of vocabulary load, sentence structure, density of ideas, and syntactic complexity. Using step-wise multiple regression, there was a significant positive relationship between reading and writing ability. Using the second set of measures, it was possible to predict reading ability, within one grade level, with a reliability of .877. (Author/AA)

ED 127 591

Rogers, Sue Frances

A Study to Determine the Possibility of Dialect Interference with Reading Comprehension Achievement in Southwestern Pittsylvania County, Virginia.

Pub Date 76

Note—173p.; Ed.D. Dissertation, The American University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-19,784, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Caucasian Students, Dialect Studies, Doctoral Theses, *Failure Factors, Grade 9, Negro Students, Nonstandard Dialects, *Oral Reading, *Reading Comprehension, Reading Difficulty, Reading Research, Rural Areas, Secondary Education, *Writing

Identifiers—*Dialect Interference, Virginia

All of the students, both black and white, in three ninth-grade English classes in rural southwest Virginia were taped reading a specified passage. They then wrote at least one page in response to questions and completed the Gates-MacGinitie Reading Test. The tapes and writing samples were analyzed for the presence of specified phonological and grammatical features. Results indicated that the students utilized distinct and identifiable dialect features in their oral reading and in their writing. Higher use of grammatical features of dialect by both black and white students, and of phonological features of dialect by black students, was associated with lower reading comprehension. Such dialect interference was greater for black than for white students. In general, dialect features utilized in oral reading were more indicative of dialect interference than were those utilized in writing. (Author/AA)

ED 127 592 CS 002 908

Shackford, Helen Greene

Junior High School Students' Knowledge of Grammatical Structure and Its Relation to Reading Comprehension.

Pub Date 76

Note—124p.; Ed.D. Dissertation, Boston University School of Education

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-21,256, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Junior High Schools, Junior High School Students, *Language Skills, *Reading Comprehension, Reading Research, *Sentence Structure, Test Construction

Identifiers—English Language Structure Test

In order to assess the relationship between knowledge of language structure and reading comprehension, the English Language Structure Test was constructed. In this test, students had to reconstruct scrambled sentences of controlled complexity. The English Language Structure Test and the Stanford Reading Test were administered to 202 junior high school students. Analysis of the data indicated that there was a significant correlation between the two measures, that the various sentence patterns used in the test presented different levels of difficulty, that eighth-grade students had greater knowledge of grammatical structure than had seventh-grade students, and that females performed more successfully on the English Language Structure Test than did males. (Author/AA)

ED 127 593 CS 002 909

Lally, Marianne B.

Biofeedback Auditory Alpha EEG Training and Its Effect upon Anxiety and Reading Achievement.

Pub Date 76

Note—203p.; Ed.D. Dissertation, Hofstra University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-20,650, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Anxiety, *Auditory Training, College Freshmen, Doctoral Theses, *Electroencephalography, Higher Education, *Progressive Relaxation, *Reading Achievement, Reading Research, Remedial Reading, Teaching Methods

Identifiers—Alpha Waves, *Biofeedback

CS 002 907

The major purpose of this exploratory study was to determine if electroencephalographic (EEG) auditory biofeedback training combined with Open Focus relaxation therapy would increase alpha-brain-wave production in highly anxious freshman university students who were also deficient in reading skills. The subjects for the study were 15 volunteer university freshmen assigned to a remedial reading course. The 15 students were divided into three closely matched groups designated treatment groups one, two, and control. Treatment groups one and two attended sessions of Open Focus relaxation therapy and practiced on days when they were not attending the sessions. The control group did not receive any treatment. Findings comparing pre- and post-test differences for six variables indicated that treatment group one significantly lowered anxiety and tension and increased reading achievement and vocabulary scores. These subjects also increased alpha production and, to a degree, could control alpha brain waves. Treatment group two significantly lowered anxiety and increased vocabulary scores, and the control group significantly increased reading achievement and speed of comprehension. (Author/LL)

ED 127 594 CS 002 910

Weaver, Phyllis Ann

Sentence Anagram Organizational Training and Its Effect on Reading Comprehension.

Pub Date 76

Note—150p.; Ph.D. Dissertation, University of Pittsburgh

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-20,188, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Elementary Education, *Language Skills, *Logical Thinking, *Reading Comprehension, Reading Research, Reading Skills, *Sentence Structure, Structural Analysis, Suburban Schools, Teaching Methods

Identifiers—*Sentence Anagram Training

This study investigated the possibility of training or improving intrasentence organizational skills (i.e., those that enable the reader to encode and process verbal information in higher-order units) and explored the effects that training had on reading comprehension. The subjects were 31 third graders, 16 experimental students and 15 control students, from a suburban elementary school. Experimental students individually received sentence-anagram training for ten to fifteen minutes, two or three times a week, until they had reached a prescribed level on the sentence-anagram task. Control students did not receive any treatment. To assess the effects of training on reading comprehension, scores from four reading comprehension tests were analyzed. The results of this study indicated that, in both accuracy and speed, experimental students outperformed control students and above-average readers outperformed average readers on the sentence-anagram test. In addition, students who received sentence-anagram training performed significantly better on the reading comprehension tests than did students who did not receive training, and above-average readers generally outperformed average readers on the reading comprehension tests. (Author/LL)

ED 127 595 CS 002 911

Product Evaluation of Oakland Right to Read. Final Report.

Pacific Training and Technical Assistance Corp., Berkeley, Calif.

Spons Agency—Oakland Public Schools, Calif.

Pub Date 31 May 73

Note—122p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Research, Elementary Education, Elementary School Students, Program Descriptions, *Program Effectiveness, Program Evaluation, *Reading Achievement, Reading Improvement, *Reading Programs, *Student Attitudes

Identifiers—California (Oakland), *Oakland California Unified School District, *Right to Read

This evaluation of Right to Read programs was undertaken to provide analytic comparison of pre- and posttest results in reading achievement and attitudinal change for a population of approximately 2200 elementary-level students in the

following three Oakland, California, schools: Crocker Highlands, Prescott, and Webster. For each individual school, charts and graphs are presented which show mean scores for reading tests, deviation of these mean scores from national norms, gain scores, and attitude test scores. It was apparent that with a few exceptions, little measurable gain has been accomplished since the introduction of these programs. The relatively short (six months) duration of program operation most likely accounts for these findings. (KS)

ED 127 596 CS 002 912

Manzo, Anthony V. And Others
A Closer Look: A Workshop Guide Designed to Aid Teachers in Assessing Learning Tasks in Instructional Materials.

Pub Date 76

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Autoinstructional Aids, *Evaluation Methods, Higher Education, Individualized Instruction, *Instructional Materials, *Teacher Education, *Teacher Workshops, Teaching Guides, Textbook Evaluation

This manual for workshop leaders offers guidelines for planning and conducting a teachers' workshop in assessing the tasks students are asked to perform. The focus is on individual tasks in self-help or auto-instructional materials, although closer examination of such tasks will suggest their value for adaptation and inclusion in standard teaching practices. During the workshop, participants learn to describe the type of task individual items involve; to determine whether the skill is being introduced, clarified, expanded, or practiced; to recognize the assumptions the task makes about the student; and to estimate the value of the task in generating new insight or further learning. Objectives for the workshop, suggested agenda, a trouble-shooter's guide, a discussion guide, examples of tasks and assessments, and a task-assessment form are included. (AA)

ED 127 597 CS 002 913

Winkeljohann, Rosemary, Comp.
A Selective Bibliography of ERIC Abstracts for the Teacher of Reading, 1966-1974; I. Reading Process.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date Sep 76

Contract—NEC-400-75-0029

Note—147p.; For related documents see CS002914-CS002921

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Annotated Bibliographies, Beginning Reading, Critical Reading, Elementary Secondary Education, Language Development, *Reading, *Reading Comprehension, Reading Development, *Reading Instruction, *Reading Processes, Reading Research, *Reading Skills, Word Recognition

This selective bibliography is one of nine documents compiled to provide titles and descriptions of useful and informative reading documents which were indexed into the ERIC system from 1966 to 1974. The 280 entries in this section of the bibliography concern the reading process and are arranged alphabetically by author in one of the following fourteen subcategories: cognitive processes and sensory integration; perceptual development and speed reading; word recognition; phoneme-grapheme analysis; syntax; associative learning; critical reading; comprehension; listening; language development; nonstandard dialects; affective behavior; sex differences; and theory. Author and subject indexes conclude the document. (JM)

ED 127 598 CS 002 914

Winkeljohann, Rosemary, Comp.
A Selective Bibliography of ERIC Abstracts for the Teacher of Reading, 1966-1974; II. Methods in Teaching Reading.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date Sep 76

Contract—NEC-400-75-0029

Note—101p.; For related documents see CS002913, CS002915-CS002921

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Annotated Bibliographies, Basic Reading, *Beginning Reading, Elementary Education, Individualized Reading, Initial Teaching Alphabet, Linguistics, *Reading, *Reading Instruction, Reading Materials, *Reading Programs, Reading Research, Reading Skills, *Teaching Methods

This selective bibliography is one of nine documents compiled to provide titles and descriptions of useful and informative reading documents which were indexed into the ERIC system from 1966 to 1974. The 190 entries in this section of the bibliography concern methods in teaching reading and are arranged alphabetically by author in one of the following eight subcategories: comparative analysis, linguistics, initial teaching alphabet, language experience, multimedia, textbooks, teaching techniques, and individualized reading. Author and subject indexes conclude the document. (JM)

ED 127 599 CS 002 915

Winkeljohann, Rosemary, Comp.
A Selective Bibliography of ERIC Abstracts for the Teacher of Reading, 1966-1974; III. Reading Readiness.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date Sep 76

Contract—NEC-400-75-0029

Note—75p.; For related documents see CS002913-CS002914, CS002916-CS002921

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Annotated Bibliographies, *Beginning Reading, Early Reading, Elementary Education, Grade 1, Kindergarten, Prereading Experience, Preschool Children, Preschool Programs, Program Evaluation, *Reading, *Reading Achievement, *Reading Instruction, *Reading Readiness, Reading Research

This selective bibliography is one of nine documents compiled to provide titles and descriptions of useful and informative reading documents which were indexed into the ERIC system from 1966 to 1974. The 131 entries in this section of the bibliography concern reading readiness and are arranged alphabetically by author in one of the following eight subcategories: preschool programs (disadvantaged youth, perceptual development, and tutorial programs); prereading skills; early experience; predictive measurement; bilingual education; curriculum guides (reading readiness); research; and beginning reading. Author and subject indexes conclude the document. (JM)

ED 127 600 CS 002 916

Winkeljohann, Rosemary, Comp.
A Selective Bibliography of ERIC Abstracts for the Teacher of Reading, 1966-1974; IV. Reading Difficulties.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date Sep 76

Contract—NEC-400-75-0029

Note—66p.; For related documents see CS002913-CS002915, CS002917-CS002921

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Annotated Bibliographies, *Disadvantaged Youth, Dyslexia, Elementary Education, *Exceptional Child Education, Language Development, Language Handicaps, Learning Disabilities, Negro Dialects, *Reading, *Reading Difficulty, *Reading Instruction, Reading Programs, Reading Research, Reading Skills, Teaching Methods

This selective bibliography is one of nine documents compiled to provide titles and descriptions of useful and informative reading documents which were indexed into the ERIC system from 1966 to 1974. The 115 entries in this section of the bibliography concern reading difficulties and are arranged alphabetically by author in one of the following six subcategories: disadvantaged youth, dialect, bilingualism, learning disabilities, mentally handicapped, and retarded readers/slow learners. Author and subject indexes conclude the document. (JM)

ED 127 601 CS 002 917

Winkeljohann, Rosemary, Comp.
A Selective Bibliography of ERIC Abstracts for the Teacher of Reading, 1966-1974; V. Reading Materials.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date Sep 76

Contract—NEC-400-75-0029

Note—120p.; For related documents see CS002913-CS002916, CS002918-CS002921

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Annotated Bibliographies, Children's Books, Curriculum Guides, Elementary Secondary Education, Instructional Materials, *Language Arts, *Reading, *Reading Instruction, *Reading Materials, *Reading Programs, Reading Research

This selective bibliography is one of nine documents compiled to provide titles and descriptions of useful and informative reading documents which were indexed into the ERIC system from 1966 to 1974. The 245 entries in this section of the bibliography concern reading materials and are arranged alphabetically by author in one of the following 12 subcategories: curriculum guides, resource guides, annotated bibliographies, multimedia, evaluation criteria, self-teaching materials, individual instruction, textbooks, children's books, computer assisted instruction, language arts, and research. Author and subject indexes conclude the document. (JM)

ED 127 602 CS 002 918

Winkeljohann, Rosemary, Comp.
A Selective Bibliography of ERIC Abstracts for the Teacher of Reading, 1966-1974; VI. Adult Education.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date Sep 76

Contract—NEC-400-75-0029

Note—102p.; For related documents see CS002913-CS002917, CS002919-CS002921

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Adult Basic Education, Adult Education, *Adult Reading Programs, *Annotated Bibliographies, College Programs, Illiterate Adults, Instructional Materials, Junior Colleges, *Reading, *Reading Instruction, Reading Materials, *Reading Programs, Reading Research, Reading Skills, Teaching Methods

This selective bibliography is one of nine documents compiled to provide titles and descriptions of useful and informative reading documents which were indexed into the ERIC system from 1966 to 1974. The 201 entries in this section of the bibliography concern adult education and are arranged alphabetically by author in one of the following eight subcategories: adult basic education, vocational education, reading programs, library programs, institutionalized persons, methods and materials, evaluation, and research. Author and subject indexes conclude the document. (JM)

ED 127 603 CS 002 919

Winkeljohann, Rosemary, Comp.
A Selective Bibliography of ERIC Abstracts for the Teacher of Reading, 1966-1974; VII. Tests and Evaluation.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date Sep 76

Contract—NEC-400-75-0029

Note—118p.; For related documents see CS002913-CS002918, CS002920-CS002921

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Annotated Bibliographies, Cloze Procedure, Elementary Secondary Education, *Evaluation Methods, Informal Reading Inventory, Predictive Ability (Testing), Program Evaluation, *Reading, Reading Achievement, Reading Comprehension, *Reading Diagnosis, Reading Difficulty, *Reading Instruction, Reading Programs, Reading Research, *Reading Tests

This selective bibliography is one of nine documents compiled to provide titles and descriptions of useful and informative reading documents which were indexed into the ERIC system from 1966 to 1974. The 231 entries in this section of the bibliography concern tests and evaluation and are arranged alphabetically by author in one of the following thirteen subcategories: reading diagnosis, achievement tests, informal reading inventory, rating scales, reading skills, cloze procedure, predictive ability, performance criteria, bilingual, language skills, learning disabilities (exceptional children), evaluation techniques, and program evaluation. Author and subject indexes conclude the document. (JM)

ED 127 604 CS 002 920

Winkeljohn, Rosemary, Comp.

A Selective Bibliography of ERIC Abstracts for the Teacher of Reading, 1966-1974; VIII. Reading in the Content Area.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date Sep 76

Contract—NEC-400-75-0029

Note—51p.; For related documents see CS002913-CS002919, CS002921

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Annotated Bibliographies, *Content Reading, Elementary Secondary Education, Language Arts, Mathematics, *Reading, Reading Comprehension, *Reading Instruction, Reading Research, *Reading Skills, Sciences, Social Studies, Study Skills, Teaching Guides

This selective bibliography is one of nine documents compiled to provide titles and descriptions of useful and informative reading documents which were indexed into the ERIC system from 1966 to 1974. The 94 entries in this section of the bibliography concern reading in the content area and are arranged alphabetically by author in one of the following seven subcategories: social studies, English instruction, mathematics instruction, science education, language arts, comparison, and research. Author and subject indexes conclude the document. (JM)

ED 127 605 CS 002 921

Winkeljohn, Rosemary, Comp.

A Selective Bibliography of ERIC Abstracts for the Teacher of Reading, 1966-1974; IX. Teacher Education.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date Sep 76

Contract—NEC-400-75-0029

Note—62p.; For related documents see CS002913-CS002920

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Annotated Bibliographies, Elementary Secondary Education, Inservice Programs, *Inservice Teacher Education, Paraprofessional School Personnel, Preservice Education, Program Evaluation, *Reading, Reading Consultants, *Reading Instruction, *Reading Programs, Reading Research, Secondary School Teachers, *Teacher Education

This selective bibliography is one of nine documents compiled to provide titles and descriptions of useful and informative reading documents which were indexed into the ERIC system from 1966 to 1974. The 109 entries in this section of the bibliography concern teacher education and are arranged alphabetically by author in one of the following nine subcategories: preservice teacher education, inservice teacher education, teacher education curriculum, state standards, adult basic education, remedial reading, paraprofessional school personnel, questioning techniques, and inner city. Author and subject indexes conclude the document. (JM)

ED 127 606 CS 202 420

Campbell, Laurence R., Comp.

Dates Early Student Publications Were Founded in Secondary Schools.

Quill and Scroll Studies, Tallahassee, Fla.

Pub Date 75

Note—169p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Courses, Educational History, *Journalism, *School Newspapers, *School Publications, Secondary Education, Senior High Schools, State Surveys, *Student Publications, *Yearbooks

The surveys in this collection provide information concerning the historical backgrounds and dates of origin of student newspapers, yearbooks, and formal journalism instruction in the high school, for the District of Columbia and the following 34 states: Colorado, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oregon, South Dakota, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, and Wyoming. (KS)

ED 127 607 CS 202 870

Coons, Daniel E.

A Center for Communications Skills.

Pub Date 76

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Basic Skills, *Communication Skills, Composition Skills (Literary), Higher Education, Instructional Staff, Program Descriptions, *Program Development, Program Evaluation, Reading Skills, *Skill Centers, Speech Skills

Identifiers—Delaware State College

The nationwide problem of declining communication skills is evident in the large numbers of students entering college with deficiencies in reading, writing, and speaking skills. This paper discusses the operation of a communication skills program within a college communication skills center which functions as a supportive resource service and provides students with the basic communication tools for academic achievement and self-image improvement. The discussion focuses on reading, writing, and speech programs, as well as on the staffing of a center, on the selection of students for a skills program, and on the evaluation of a skills program. The paper concludes that the success of a communication skills center may be measured by the number of students completing the program, by the reduction in the college drop-out rate, and by the improvement in test scores of graduate students. (JM)

ED 127 608 CS 202 871

Pehowski, Marian

"Krokodil" Magazine: Laughter in the Soviet Union.

Pub Date 76

Note—12p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (49th, College Park, Maryland, July 31-August 4, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Editing, *Foreign Language Periodicals, *Humor, Journalism, *Periodicals, *Publications, Russian, Russian Literature, Satire

Identifiers—*Krokodil, *Popular Culture

A 16-page, four-color-on-newsprint magazine, "Krokodil" is among the world's most popular magazines of humor and satire. As a product of the Pravda Publishing House, it is produced by a branch of the Central Committee of the Communist Party, yet there are no official taboos or guidelines. Connections, popularity, and profits give "Krokodil" clout. Paid circulation is at six million only because of a paper shortage and inadequate presses which already run 24 hours a day. Contributing to the success of "Krokodil" are its role as national ombudsman between public and government, strong reader identity, reputation for responding quickly to complaints, grass-roots connections, excellent relations with freelancers, and the strong, innovative character of the magazine. (Author/AA)

ED 127 609 CS 202 872

Smeal, J. F. S. King, Robert

Children and Poetry: Children, Poetry and Memorization; and Excursions into Poetry.

North Dakota Univ., Grand Forks. Center for Teaching and Learning.

Pub Date Mar 76

Note—12p.

Journal Cit—Insights into Open Education; v8 n6 Entire Issue March 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Annotated Bibliographies, *Concept Teaching, *Creative Activities, Creative Writing, Elementary Education, *Memorizing, *Oral Expression, *Poetry, *Teaching Methods, Verbal Learning

The essays included in this periodical focus on teaching elementary school children how to appreciate and how to write poetry. "Children, Poetry, and Memorization," by J.F.S. Smeal, outlines the historical basis, and perceptual limitations, of the use of print media alone in classroom instruction. Suggestions for encouraging children's recitation of poetry are based on the notion that memorization is best facilitated through a process of listening, imitating, and performing. Robert King's "Excursions into Poetry" presents ideas for using the following vehicles to introduce poetry to children: haiku (limited by a specific topic or associated with an art project), rhyme utilizing jump rope chants and satires of popular ads, poetry by both children and adults, and structured and group-written poetry. A 20-item annotated bibliography of resources on poetry and creative writing for children is included. "A Bicentennial Note" contains ideas for teaching the concepts of past, present, and future through the development of children's personal histories. (KS)

ED 127 610 CS 202 873

Aanestad, Naedine

Futuristics for Today's Student: A Course Description.

Pub Date 76

Note—17p.; Teaching unit at Minot High School, North Dakota

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Course Content, Course Descriptions, Decision Making, *Futures (of Society), *Humanistic Education, Program Descriptions, Secondary Education, Senior High Schools, *Social Change, *Technological Advancement

The humanities course described in this paper encourages high school students to examine alternatives for the future and to make decisions on the basis of the most desirable outcomes. Classroom instructional materials include films, sound and slide sets, film strips, tape recorders, a record player, and a television. Students participate in small-group discussions, brainstorming, simulation games, and individual and/or small-group projects concerned with the rapid pace of change in their personal lives and in the world around them. Speakers from the local college and the community, field trips, and other departments within the school are also employed in order to spark the awareness of change. Specific materials, ranging from Alvin Toffler's "Future Shock" to Andy Warhol's "Coke Bottles," are used to convey perspectives of technological and social change. (KS)

ED 127 611 CS 202 874

Zoller, Peter T.

Composition and the Computer.

Pub Date 75

Note—7p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Composition (Literary), *Composition Skills (Literary), *Computer Assisted Instruction, Course Descriptions, *English Instruction, *Grammar, Higher Education, Programmed Instruction, *Remedial Instruction, *Syntax

The precise needs of the composition program at the University of California at Riverside prompted the experimental use of twelve grammar and syntax computer programs in a remedial English course. For this experiment, fifteen students, ranging in class level from a third-quarter freshman to a fourth-quarter senior, completed at least one program a week on the computer and also met once a week with the instructor for a two-hour writing workshop. Although accurate assessment of the experiment's effect upon student writing was not possible, student reaction to the course was favorable and included requests for the development of punctuation programs. (JM)

ED 127 612 CS 202 875

Curriculum Guide for the Language Arts, Kindergarten-Grade 6. Revised.

Darien Public Schools, Conn.

Pub Date 75

Note—155p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Class Activities, *Communication Skills, Curriculum Guides, Elementary Education, *Elementary School Curriculum, *Language Arts, *Student Centered Curriculum

The teaching techniques outlined in this student-centered curriculum guide, provided by the Darien Public Schools, Connecticut, are intended for use by language arts instructors at the kindergarten through sixth-grade levels. The major goals of the curriculum are to foster clear thinking and sound judgment, to encourage awareness of the world, and to create a maximum opportunity for the growth of creativity, as well as to teach specific communication skills. Specific treatment of the following areas is provided: composing; listening and viewing; talking up; acting out; writing; grammar, usage, and mechanics; handwriting; spelling; and literature. Suggestions for activities are coded by color according to their appropriateness for three grade-level groups: kindergarten through sixth grade, kindergarten through third grade, and fourth through sixth grade. (KS)

ED 127 613 CS 202 876

Stefanides, Gilbert Albert

An Evaluation of Achievement and Attitudes of Students and Teachers Using an Individualized Spelling Approach.

Pub Date 76

Note—140p.; Ed.D. Dissertation, University of Pittsburgh

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-19,935, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Doctoral Theses, Educational Research, Elementary Education, *Individualized Instruction, *Individualized Programs, *Program Evaluation, Reading Ability, *Spelling Instruction, Student Attitudes, Teacher Attitudes

Identifiers—*Continuous Progress in Spelling

In order to assess the effectiveness of the Continuous Progress in Spelling program, an individualized approach to spelling mastery, this study investigated the relationships among grade level, reading ability, spelling achievement, and attitude changes, in third- and fourth-grade participants of the program. A total of 689 students from five elementary schools in Kent County, Maryland, were tested on spelling achievement, reading ability, and attitudes toward spelling. The experimental group, consisting of 323 students, then received individualized spelling instruction according to program specifications. Posttesting revealed significant differences in achievement between grade levels and treatment groups. Across all levels, students in the experimental group showed greater spelling ability than did those in the traditional spelling program. The fact that both teachers and students showed more positive attitudes toward spelling in the experimental situation suggests a possible relationship between those attitudes and spelling achievement. (Author/KS)

ED 127 614 CS 202 880

Torrance, E. Paul

Learning about the Future through Language Arts.

Pub Date 76

Note—17p.; Paper presented at the Annual Meeting of the National Conference on Language Arts in the Elementary School (8th, Atlanta, Georgia, March 5-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Creative Activities, *Creative Thinking, *Creativity, Educational Philosophy, Elementary Secondary Education, English Instruction, *Futures (of Society), *Language Arts

After a brief historical review of the place of creativity in educational programs, this article argues that we are moving into a new phase in educational thinking about the role of creativity in education. Educational objectives now include many aspects of creative behavior. The use of textbooks, supplementary materials, tests, and training methods which facilitate creativity has increased to the point where students achieve higher creativity scores than did comparable groups nine years ago. We seem to be moving to a stage in which creative problem solving and creative expression will be integrated into the total curriculum rather than just in specific subject areas. One emphasis is on assisting students

to see relationships between what they are asked to learn in school and their future careers. Specific examples are given of techniques the language arts teacher can use to help children learn about the future. (AA)

ED 127 615 CS 202 882

Press, Radio, and TV Tips for Education Associations. PR Bookshelf No. 9.

National Education Association, Washington, D.C.

Pub Date 69

Note—35p.

Available from—NEA Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (Stock No. 381-11922, \$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Education, Expository Writing, *Mass Media, *News Media, Newspapers, *News Reporting, *Organizations (Groups), *Public Relations, Radio, Television

This booklet contains suggestions and techniques aimed at those individuals in education associations who are in charge of news media relations for their organizations. The following aspects of reporting news to the media are discussed: getting organized and acquainted, thinking like a newsperson, writing clearly and simply, typing the news release, finding feature news, handling pictures, using newspapers vs. radio and TV, when to call a news conference, and treating newpeople honestly and fairly. The appendixes include basic suggestions for news media directors preparing releases, three sample news releases, and a discussion of the Fog Index. (LL)

ED 127 616 CS 202 883

Kent, K.E. Rush, Ramona R.

Communication, Public Affairs Knowledge, and Older Persons.

Pub Date 75

Note—34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (58th, Ottawa, Canada, August 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Communications, Educational Background, Information Dissemination, *Information Sources, *Knowledge Level, *Mass Media, Media Research, News Media, *Older Adults, Post Secondary Education, *Public Affairs Education, Use Studies

The impact of print and electronic media orientations upon the public affairs knowledge of older persons was investigated through interviews with 59 participants in a foster grandparents program, 68 participants in a retired senior volunteer program, and 23 members of a retired teachers association. Analysis of results indicated a clear pattern in which education is positively related to the use of print media which in turn is positively related to knowledge of public affairs. In the same way, the frequent meeting attendee (who is also a high print consumer) is highly educated and highly knowledgeable about public affairs. The more educated older person goes out more often to visit friends, which is also associated with higher public affairs knowledge. Television, radio, movie, and phone use have little to do with level of education or with public affairs knowledge. Education, income, and race were important antecedent variables in this study, with age and sex showing no significant relationships with them. Interrelationships among the mass media exposure variables were also considered. (AA)

ED 127 617 CS 202 884

Rush, Ramona R. And Others

The Future of the Mass Media: Social, Legal, and Economic Aspects of Newspapers and Television in Florida.

Pub Date 75

Note—68p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (58th, Ottawa, Canada, August 1975)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Communications, Economic Factors, *Futures (of Society), Information Dissemination, Journalism, Legal Problems, *Mass Media, Media Research, *Newspapers, Social Factors, *Television

Identifiers—Florida

A sample of 558 communication specialists and nonspecialists was drawn for this study of the future role of mass media in Florida. The Delphi

technique was used in four rounds of mail questionnaires, though response rates dropped from 29% of the total sample in round one to 8% in round four. Social, legal, and economic events affecting the future of the mass media are discussed in this report; technical aspects of the study will be reported in a later document. Twenty-eight future events are discussed on the basis of assigned probabilities of .5 or better in round three. Fourteen events were classified as social, dealing primarily with the public's trust in access to television and newspapers. Seven were classified as legal, concerned mainly with freedom of the press. Seven were economic, dictated by rising production costs and by competition within and between the various mass media. (AA)

ED 127 618 CS 202 885

Whetmore, Edward Jay

Androgyny and Sex Role Perception in Television Situation Comedies.

Pub Date 76

Note—165p.; Ph.D. Dissertation, University of Oregon

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-19,393, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Audiences, Behavioral Science Research, Commercial Television, Doctoral Theses, *Identification (Psychological), *Individual Characteristics, *Role Perception, Self Concept, *Sex (Characteristics), Sex Differences, *Sex Role, *Social Attitudes

Identifiers—*Situation Comedies

The interrelationships among perceived sex role of self, sex roles of parents and friends, and sex roles of television-situation-comedy characters were investigated by this study. Individual preferences for characters in four TV programs—"All in the Family," "Rhoda," "Mary Tyler Moore," and "The Bob Newhart Show"—were also assessed. Seventy Lewis and Clark College undergraduates and 70 adult residents of Lake Oswego, Oregon, were rated as either high in masculinity (HM), high in femininity (HF), or androgynous (AD)—possessing an equal balance of masculine and feminine traits. Although little correlation existed between sex role of self and sex roles of parents, a relationship was apparent between sex role of self and sex roles of friends. Student and adult AD groups tended to have more androgynous friends, while HM and HF groups preferred friends of their own sex types. Similarly, while adult HM and HF groups preferred TV characters of their own sex, neither the adult AD group nor any of the student groups expressed a preference for characters of either sex. Subject ratings of sex-typed behavior in the TV characters themselves suggest that "sex appropriate" behavior is an important factor in the characters' success. (Author/KS)

ED 127 619 CS 202 886

Grunig, James E.

A Progress Report on a Multi-Systems Theory of Communication Behavior.

Pub Date 76

Note—32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (59th, College Park, Maryland, July 31-August 3, 1976); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Communication (Thought Transfer), *Information Theory, *Intercommunication, *Organizational Communication, Research, Research Reviews (Publications), *Systems Approach

Previous research is reviewed in which a multi-systems theory of communication behavior has been used to explain communication behavior of individuals and of several organization-related systems and subsystems. Recent research is then summarized which sought to develop conditional probabilities that communication behavior will occur in each of 16 theoretical situations, to use multiple regression analysis to test the theory, to determine whether motivation to communicate comes from individual or situational attributes, and to determine the effects of the 16 theoretical situations on the likelihood of joining organizations and on communication accuracy. Extensions of the theory to communities, families, and social systems are also proposed. (Author/AA)

ED 127 620 CS 202 887

MacGregor, Marilyn
Multiple Regression Analysis of Essential Variables Contributing to Spelling Achievement.

Pub Date 76
Note—94p.; Ed.D. Dissertation, Boston University School of Education
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-21,244, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, Grade 7, Intelligence, Junior High Schools, Memory, Multiple Regression Analysis, Phonetic Analysis, *Predictor Variables, Reading Comprehension, *Spelling, Vocabulary
This study attempted to discover the relative contribution to spelling achievement (the dependent variable) of each of the following independent variables: intelligence, visual memory, auditory memory, structural analysis, phonetic analysis, reading comprehension, and vocabulary. Participating in the study were 190 students from six seventh-grade classes in two parochial schools. A variety of instruments was used to measure each of the variables. Findings showed that all correlation coefficients between the independent variables and spelling were significant at the .01 level; that all correlation coefficients among the independent variables were significant at the .01 level; that the multiple correlation coefficient between the seven independent variables and spelling accounted for by the independent variables was 58.5% of the total variance in spelling; and that the important independent variables in the regression equation on spelling were reading comprehension, phonetic analysis, vocabulary, and visual memory, in that order. (Author/JM)

ED 127 621 CS 202 888

Kelley, Joseph Gerard
Propaganda Analysis and Public Education: A Study of the Goal of Teaching American Youth an Awareness and an Understanding of Political Propaganda.

Pub Date 76
Note—329p.; Ed.D. Dissertation, Boston University, School of Education
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-21,238, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Curriculum Design, Doctoral Theses, Educational History, *English Curriculum, *Language Role, *Models, Political Issues, Politics, *Propaganda, Public Schools, Secondary Education

In order to make a case for the study of political propaganda in the secondary English curriculum, this study details the history of previous attempts to incorporate the issue into the structure of formal education and presents a model unit for use in the contemporary educational system. Designed to move the student through the study of connotation and denotation, myth, George Orwell's "Newspeak," stereotypes, S.I. Hayakawa's theories about symbol and thing, and euphemisms, the curriculum model also provides a detailed exploration of the relationship between language and propaganda. A series of lessons proposed in this study considers the propagandist, propaganda techniques, the media of propaganda, recurrent themes, and the topic audience. (Author/KS)

ED 127 622 CS 202 889

Driskell, Jeanette Lynn
A Study of the Effectiveness of a Guided Note-taking and Study Skills System upon the Level of Academic Success among Entering University of Idaho Freshmen.

Pub Date 76
Note—136p.; Ed.D. Dissertation, University of Idaho
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-19,894, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, College Freshmen, Doctoral Theses, Educational Research, Higher Education, *Improvement Programs, *Instructional Programs, Low Achievers, *Program Effectiveness, *Study Skills

Identifiers—*Note Taking, University of Idaho
This study investigated the effect of a system of guided note taking and study skills on the

academic achievement of entering University of Idaho freshmen with low predicted-grade-point averages. Of 61 subjects, 14 were randomly assigned to a treatment group receiving twelve lessons in note taking and study skills over a period of six weeks. The control group was composed of the remaining 47 subjects. Students were given verbal instruction, skills demonstrations, class practice, and individual assignments in the areas of note taking, study reading, and examination preparation. Analysis of semester grade-point averages indicated that the instructional program had a significant positive effect on the achievement of the freshmen as a general group. The program had an especially marked effect on male subjects and on those with quantitative majors rather than verbal majors. (Author/KS)

ED 127 623 CS 202 890

Jacobs, Lucky
Creative Writing Assignments Based on Basic Processes.

Pub Date 76
Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (27th, Philadelphia, March 25-27, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Assignments, *Composition (Literary), *Creative Writing, English Instruction, Poetry, Prose, Secondary Education, *Writing Exercises

Each of these ten creative writing assignments includes a model poem, a writing idea, and suggested discussions or activities related to the writing idea. The assignments can be used to stimulate either poetry or prose writing. (Author/AA)

ED 127 624 CS 202 891

Bowman, Mary Ann
Books on Business Writing and Technical Writing in the University of Illinois Library.

American Business Communication Association, Urbana, Ill.
Pub Date [75]

Note—38p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Bibliographies, *Business Communication, *Business English, Composition (Literary), Higher Education, *Library Collections, *Library Materials, *Technical Writing, Writing Skills

Identifiers—*University of Illinois

This bibliography contains separate listings for business writing and for technical writing. Books written in English between 1950 and 1973 are included. Only the most recent edition is listed for each book published in several editions. (AA)

ED 127 625 CS 202 892

Afrow, Mitchell Larry
The Relevance of Language Arts Material and Its Effect on Vocational-Technical Students.

Pub Date 76
Note—254p.; Ed.D. Dissertation, Boston University School of Education
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-21,215, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, Grade 10, *Instructional Materials, *Language Arts, Reading Comprehension, Reading Improvement, *Relevance (Education), Secondary Education, *Student Attitudes, Student Reaction, *Technical Education, Vocabulary, *Vocational Education

This study determined whether relevant instructional materials used by vocational-technical students would have an effect on improving vocabulary, comprehension, and total reading scores and whether such materials would produce a more favorable attitude toward the subject of English. The treatment group used a workbook designed for vocational-technical students, while the nontreatment group used the text "Perspectives." Subjects were 51 tenth-grade students from a regional vocational-technical high school. Findings showed that statistically significant results favored the treatment group on the total reading portion and in the vocabulary subtest of the Nelson Reading Test, that there was no statistically significant difference between the groups on the comprehension subtest of the Nelson Reading Test, and that analysis of percentage changes in students' course preferences showed no significant statistical difference between the two groups. (Author/JM)

ED 127 626 CS 202 893

Blackburn, Susan Fleming
The Construction, the Implementation, and the Evaluation of a Title I Primary Grade Listening Program.

Pub Date 76
Note—167p.; Ph.D. Dissertation, The University of Mississippi

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-20,519, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, Experimental Programs, *Instructional Programs, *Listening, *Listening Comprehension, *Listening Skills, Primary Education, *Program Development, *Program Evaluation

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

The purpose of this study was to determine the effect of a structured listening program on 220 first-, second-, and third-grade students enrolled in Title I schools in the Albuquerque, New Mexico, public school system. All of the students were given the Educational Testing Service's Cooperative Primary Tests: Listening, and the author's own Listening Rating Scale. Half of the subjects then received one 15-minute listening lesson daily for a period of 20 days. Analysis of posttests revealed that the improvement in listening ability of the overall experimental group was significantly superior to the listening ability of the overall control group, as measured by both instruments. However, no significant improvement was noted in listening ability for the second-grade group, the third-grade group, or for first-through-third-grade girls, as measured by the standardized test alone. (Author/KS)

ED 127 627 CS 202 894

Moore, Roy L.
Political Activity and Media Use.

Pub Date 76
Note—26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (59th, College Park, Maryland, July 31-August 4, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Activism, *Behavior Patterns, Elections, *Mass Media, Media Research, *News Media, Newspapers, *Political Attitudes, Television Viewing, Voting

This study investigated the relationship between media use and political activity in a sample of 380 Charlotte, North Carolina, registered voters. Although voters were interested in the campaign (particularly as it came to an end), they rarely engaged in political activities other than discussing politics and voting. Political activities measured included door-to-door campaigning, working for a candidate, contributing money, wearing a button or displaying a sticker, writing or phoning on behalf of a candidate, and attending a political rally. Voters were assessed on the basis of degree of use of television and newspaper as high-TV/high-newspaper users, high-TV/low-newspaper users, low-TV/high-newspaper users, and low-TV/low-newspaper users. The majority of voters reported high usage of both media, and those who made greatest use of these news media were more likely to engage in other political activities. These findings added support to the idea that use of mass media during a campaign is a form of political behavior. (Author/KS)

ED 127 628 CS 202 895

A Statement on the Preparation of Teachers of English and the Language Arts.

National Council of Teachers of English, Urbana, Ill.

Pub Date 76
Note—22p.; Prepared by the NCTE Standing Committee on Teacher preparation and Certification

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, Illinois 61801 (Stock No. 47305, \$1.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Curriculum Planning, Educational Needs, Educational Objectives, *English Instruction, Higher Education, *Language Arts, *Teacher Education, *Teacher Education Curriculum, Teacher Educator Education, Teacher Qualifications

This booklet is intended for use by administrators and curriculum planners in the liberal arts (specifically English) and in education, those involved in institutions for teacher preparation, officers of state departments of education, and those responsible for accrediting institutions and planning inservice programs for teachers. Part one identifies the essential knowledge, skills, and attitudes that must be attained by teachers of English. Part two lists experiences considered essential to the development of a well-qualified teacher. Questions that planners of curricula for teachers and teacher educators must answer for themselves (issues in the establishment of standards, emphasis in training, and so on) are outlined in part three. A resolution passed by the National Council of Teachers of English on discouraging the use of competency-based teacher education programs is also included. (KS)

ED 127 629

CS 202 896

Zoller, Peter T.
Computerizing Blacklish.

Pub Date 75

Note—11p.; Unpublished study prepared at Wichita State University

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Communication Skills, *Computer Assisted Instruction, Computer Oriented Programs, Higher Education, *Language Instruction, Language Laboratories, *Negro Dialects, *Standard Spoken Usage, *Tent

Identifiers—*Black English

Teaching Black English as a foreign language can improve communication between individuals and enrich the language patterns of Standard English. Essential areas of study in such a course (vocabulary, grammar, translation, and to some extent, environmental exposure) can be programmed on a computer. In fact, a computer supplies the perfect tool for instruction because it can be constantly changed to accommodate new information. Further, a computer-aided approach eliminates the need for a strictly controlled classroom setting and provides the opportunity for extending the university-without-walls concept. Although a 2741 teletype terminal linked to an IBM 360-50 proved useful for a course in Black English at the University of California at Riverside, different computer systems and languages (such as PLATO) may be more efficient for other instructional situations. If the cost of equipment is prohibitive, conventional language laboratories can be used as effective facilities for instruction. (KS)

ED 127 630

CS 202 897

A Community Television Production Experience.
Colorado State Univ., Ft. Collins. Dept. of Technical Journalism.; Denver Community Video Center, Colo.

Pub Date 75

Note—65p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Community Education, Community Involvement, *Community Programs, Editing, Instructional Materials, Manuals, Post Secondary Education, *Production Techniques, *Television, *Video Tape Recordings, Workshops

The major goal of the Basic Video Production Workshop program of the Denver Community Video Center was to communicate basic production skills, through the use of extensive hands-on experience, to people with little or no training in the use of visual media. The ideas and exercises presented in this manual focus on the design and completion of video productions to serve community needs through cooperative group effort. Basics of single-camera technique (using the Porta-Pak videotape system), audio, lighting, interview techniques, and postproduction editing are explored. Discussions of issues in the use of the medium include the following topics: the power of video, how TV can be used to benefit the community, video ethics, and communication of the learning and production experience to others. A video glossary, bibliography of useful resources, equipment list, storyboard/script sheet, tape cataloging sheet, and master editing sheet are provided in appendixes. (KS)

ED 127 631

CS 202 898

Moses, Kathryn J., Comp. Watt, Lois B., Comp.
Aids to Media Selection for Students and Teachers. Revised.
Office of Education (DHEW), Washington, D.C.

Report No.—OE-76-21002

Pub Date 76

Note—127p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.00)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Annotated Bibliographies, *Audiovisual Aids, Booklists, Elementary Secondary Education, *Instructional Materials, *Instructional Media, *Media Selection, *Multimedia Instruction, Periodicals, Textbook Selection

The selected bibliographies and journals listed in this volume provide reviews of books, periodicals, and audiovisual materials of relevance for elementary and secondary school instructional programs. Section one furnishes booklists and nonselective bibliographies to aid in book selection; an inventory of specialized periodicals and periodicals devoted to books, reading, and libraries; and citations of guides and handbooks serving as reference tools, providing surveys of juvenile literature, or suggesting a philosophy of book selection. Section two details sources of audiovisual materials and suggests general periodicals, as well as specialized journals and subject journals, which review audiovisual materials. Sources of multiethnic materials are delineated in section three; teachers' resources for selection and use of materials and multimedia selection aids for elementary and secondary schools are described. (KS)

ED 127 632

CS 202 900

Chandler, Mary Raye Denton

A Textbook for Yearbook Editing, Design, and Production.

Pub Date 75

Note—319p.; Ed.D. Dissertation, Oklahoma State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-9642, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Doctoral Theses, *Editing, *Journalism, *Layout (Publications), *Production Techniques, School Publications, Secondary Education, *Student Publications, *Yearbooks

The guidebook described in this doctoral thesis supplies the novice adviser or staff member with the basic information necessary to produce a school yearbook. It contains instructions for organization and production and also encourages student initiative and creativity. Topics covered include the function of a yearbook, organizing the staff, organizing the book to tell the story of one particular school or one particular year, and adequately covering all aspects of a school year. Other topics include the creative use of type, budget keeping, yearbook managing, and revenue raising. (Author/AA)

ED 127 633

CS 202 901

Liebling, A.J.

The Press. Second Revised Edition.

Pub Date 75

Note—542p.

Available from—Ballantine Books, 201 East 50th Street, New York, New York 10022 (\$2.25 paper)

Document Not Available from EDRS.

Descriptors—Analytical Criticism, Expository Writing, *Journalism, *News Media, *Newspapers, *News Reporting, Press Opinion

Identifiers—*Media Criticism
As the principal writer for the "Wayward Press" column in "The New Yorker," A. J. Liebling commented on and criticized the press from May 1945 through April 1963. This book, a new edition of one originally published in 1961, contains many of the articles which Liebling wrote and includes material which has not appeared in any of his earlier books. An index concludes the book. (JM)

ED 127 634

CS 202 904

Campbell, Laurence R.

[Minor Inquiries Concerning Student Publications and Student Journalists.]

Quill and Scroll Studies, Tallahassee, Fla.

Pub Date 75

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*American Indians, Educational Research, *Freedom of Speech, Higher Education, *Journalism, *Professional Associations, School Services, School Surveys, Secondary

Education, *Student Publications, Student Rights, *Workshops

This paper contains summaries of the following surveys of student publications and student journalists: "Federally Funded Indian Schools and Student Publications," which outlines school programs and journalism instruction; "How Journalism Schools Serve Student Journalists," which details available services for students; "School Press Associations Serve School Publications in 1975," which examines the extent and role of school press associations in journalism instruction; "School Press Workshops Survive," a statewide assessment of existing journalism workshops; "Why Be a Student Journalist," which surveys advisers' conceptions of student motivation; and "Emerging Rights of Student Journalists," an analysis of legal issues. (KS)

ED 127 635

CS 202 905

Campbell, Laurence R.

Principals' Attitudes toward Student Journalism and Freedom of the Press.

Quill and Scroll Studies, Tallahassee, Fla.

Pub Date 76

Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Attitudes, *Censorship, *Faculty Advisers, *Freedom of Speech, Journalism, *Principals, School Newspapers, School Surveys, Secondary Education, *Student Publications, Student Rights

Identifiers—*First Amendment

The 145 high school principals and 317 student newspaper advisers who answered questionnaires in this 1974 survey provided information about the following topics: adult responsibility for student publications, advisers' qualifications, financial support arrangements, space and facilities available, general support of students' First Amendment rights, principals' and advisers' attitudes toward student publications and teenagers in general, journalism instruction, school board control of publications, school news and news coverage, editorial content, sensitivity of principals to criticism, newspaper evaluation, ideals and values, and the exercise of freedom of the press in student newspapers. Responses indicated a generally restrictive attitude among principals and advisers toward freedom of the school press in those schools for which data were available. (KS)

ED 127 636

CS 202 922

Schmidt, Benno C., Jr.

Freedom of the Press vs. Public Access.

Pub Date 76

Note—285p.

Available from—Praeger Publishers, 111 Fourth Avenue, New York, New York 10003 (\$6.95 paper)

Document Not Available from EDRS.

Descriptors—Broadcast Industry, Censorship, *Civil Liberties, Constitutional Law, *Court Litigation, Federal Legislation, *Freedom of Speech, Government Role, *Legal Problems, *Mass Media, News Media, Newspapers, Radio, Television

Identifiers—Communications Act 1934, Fairness Doctrine, *First Amendment, Miami Herald Publishing Company v. Tornillo, *Public Access

This book surveys the implications of freedom of the press for a constitutionally rooted public right of access to electronic and print media. Part one provides general perspectives on access to the media, including discussions of access in relation to the Supreme Court, to First Amendment history and theory, to current perceptions of the press, and to a possible remedy for concentration of the media. Part two focuses on access and First Amendment developments in libel and the "public forum." Access to television and radio is the topic of part three; specific investigations of broadcast regulations, the political ramifications of access (the "Equal Opportunities" provision of the Communications Act), the Fairness Doctrine, and the role of public interest are provided. Part four details the significance of the Miami Herald Publishing Company v. Tornillo decision for the future of public access and furnishes concluding remarks on the relationship between access, autonomy, and the First Amendment. (KS)

ED 127 637

CS 501 459

Goldhaber, Gerald M.

The ICA Communication Audit: Rationale and Development.

Pub Date 76

Note—78p.; Paper prepared for the special edition of "Communication, Journal of the Communication Association of the Pacific" compiled for the C.A.P. Convention (Kobe, Japan, June 1976)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Data Bases, Information Networks, *Information Theory, *Intercommunication, *Measurement Instruments, *Organizational Communication, Organizational Theories, *Research Methodology, Validity

Identifiers—*Communication Audits

After reviewing previous research on communication in organizations, the Organizational Communication Division of the International Communication Association (ICA) decided, in 1971, to develop its own measurement system, the ICA Communication Audit. Rigorous pilot-testing, refinement, standardization, and application would allow the construction of a normed, computerized data bank, which could be used both for comparisons between organizations and to test organizational communication theories. Phase 1, the development of audit procedures and instruments, lasted three and one-half years and involved 163 researchers and practitioners from six countries. Phase 2, the pilot-testing of the procedures and instruments, lasted two years, included ten pilot tests, and resulted in revised instruments and procedures, organizational structure for the audit, and a plan for disseminating results and information. Phase 3, the implementation of audit procedures, is now underway and offers researchers the advantages of externally valid findings derived from a commonly employed methodology. (AA)

ED 127 638

CS 501 461

Harms, L. S., Ed. And Others

Policy Dialog on the Right of Everyone in Hawaii to Communicate: An Informal Report by and for the Dialog Participants. Communication in Hawaii Series Report Number 2.

Hawaii Univ., Manoa.

Pub Date 76

Note—74p.; Developed from the Right of Everyone in Hawaii to Communicate Dialog Sessions held in March and April, 1976 in Hawaii

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Civil Liberties, *Communication Problems, *Communications, Community Involvement, Conference Reports, Cultural Pluralism, Ethnic Groups, *Mass Media, Newspapers, *Policy Formation, Radio, Television

Identifiers—*Hawaii

In this informal report, all but a few of the pages were written after the dialog sessions of March and April 1976, held on four of the Hawaiian Islands—Kauai, Oahu, Maui, and Hawaii. All of the selections were written by participants in the dialogs. The task of the dialog sessions was to build an understanding of the specific implications of an emerging right-to-communicate policy in Hawaii. This document contains a discussion of the dialog topic and descriptive reports of each of the sessions held, with lists of key persons, of participating organizations, and of policy issues. Some of the policy issues discussed are as follows: Are students and new immigrants taught adequate formal communication skills in schools? How can community groups and individuals gain access to the news media? How can a community maintain its cultural diversity and pluralism through development of communication rights? How can people be motivated to provide more citizen input at state and local government hearings? (JM)

ED 127 639

CS 501 465

Hopper, Robert

Human Message Systems.

Pub Date 76

Note—325p.

Available from—Harper & Row, Publishers, Inc., 10 East 53rd St., New York, New York 10022 (\$10.95 cloth)

Document Not Available from EDRS.

Descriptors—*Communication (Thought Transfer), *Communications, *Communication Skills, *Educational Practice, Linguistics, Mass Media, Models, Nonverbal Communication, Speech, *Systems Approach, *Teaching Methods, *Theories, Verbal Communication

Identifiers—Speech Communication

A long-standing dispute over the best way to teach communication involves two major positions: teaching communication through prac-

tice/performance and teaching communication through theories and principles. This book describes both theories and practices, offering ideas within a systems framework so that each chapter introduces interacting variables that build upon systems presented in previous chapters. The book is divided into four sections: communication concepts—listening, systems, and communication models; human communication codes—linguistic systems, nonverbal communication systems, and speech communication systems; levels of prediction—attitude systems, relationship development, relationship destruction, organizational systems, and social systems; and public communication—mass communication systems, coping with the barrage of messages, and scientific communication. (JM)

ED 127 640

CS 501 466

Newcombe, P. Judson

Some Concerns of a Teacher Educator for the Preparation of Future Communication Teachers.

Pub Date 76

Note—17p.; Paper prepared for the special edition of "Communication, Journal of the Communication Association of the Pacific" compiled for the C.A.P. Convention (Kobe, Japan, June 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Standards, *College Programs, *Educational Accountability, Educational Innovation, *Educational Needs, Higher Education, *Preservice Education, Speech, Student Evaluation, *Teacher Education

Identifiers—*Speech Communication

Teacher educators need to standardize levels of achievement both for admission to and for graduation from communications programs. Competency-based education may help to establish standards of behavior which are objectively measurable, but the fact that this approach is often implemented for political rather than educational reasons demands that caution be exercised in accepting this method. Similarly, educational innovations in materials, methods, and concepts are often made on the basis of persuasive arguments rather than on empirical evidence of their worth. Evaluation of the academic preparation of teachers should gauge not only knowledge of methods of instruction but also attainment of skills in the specific content area. Prospective teachers should learn also that theories are speculations, not facts; the encouragement of varied viewpoints is essential. Finally, the areas of decision making and control in teacher education must be clarified. (KS)

ED 127 641

CS 501 467

Halas, John

Visual Scripting.

Pub Date 76

Note—142p.

Available from—Hastings House, Publishers, 10 East 40th St., New York, New York 10016 (\$30.00 cloth)

Document Not Available from EDRS.

Descriptors—*Animation, Cartoons, *Film Production, Films, Production Techniques, *Scripts, Special Effects, *Visual Arts

Identifiers—*Visual Scripting

Visual scripting is the coordination of words with pictures in sequence. This book presents the methods and viewpoints on visual scripting of fourteen film makers, from nine countries, who are involved in animated cinema; it contains concise examples of how a storybook and preproduction script can be prepared in visual terms; and it includes a discussion of the visual grammar of Sergei Eisenstein. Specific topics covered include scriptwriting for animation, cartoon strip into animated film, the storyteller's approach, the advertising message, the painter and the moving picture, typography in motion, scriptwriting for animation, writing dialogue for animation, storyboard for an animated feature film, the animated feature film on a budget, combined live action/cartoon feature film, the experimental film maker and designer, and the international panorama. Illustrations accompany the text. (JM)

ED 127 642

CS 501 468

Muchmore, John, Ed. White, John Franklin, Ed. Here's Looking at Us: A Report of the Denver Conference on Speech Communication in the Community-Junior College.

Association for Communication Administration, Falls Church, Va.

Pub Date 76

Note—70p.; Not available in hard copy due to small print

Journal Cit—ACA (Association for Communication Administration) Bulletin; Issue 17 Entire Issue August 1976

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Bibliographies, Career Opportunities, *Community Colleges, Conference Reports, Course Descriptions, *Curriculum Development, *Developmental Programs, Educational Improvement, Junior Colleges, *Program Development, Readers Theater, *Speech Curriculum, *Theater Arts

Identifiers—*Speech Communication

The articles collected in this journal are devoted to the topic of teaching speech and theater in community colleges and junior colleges. "Here's Looking at Us," a report of the Association for Communication Administrators' (ACA) 1975 Denver conference on speech communication at the community college and junior college levels, details suggestions concerning curricula, staffing and administration, instruction, research, and professional issues. An afterword provides discussions of the role of the Speech Communication Association (SCA), teacher preparation, future conferences, and other issues not specifically covered in the conference itself. Additional contents include "Speech Communication in the Community-Junior College: A Bibliography"; "Teaching the Community College Student: Methods and Procedures for a Developmental Course in Speech Communication"; "Readers Theatre and Evening School: A Perfect Match"; "The Community College and Career Communications: An Unlimited Opportunity"; and "For Your Information," a profile of Ph.D. degrees conferred during 1973-1974 in the speech communication arts and sciences. (KS)

ED 127 643

CS 501 469

Eakins, Barbara, Ed. And Others

SISCOM '75, Women's (And Men's) Communication; Proceedings of the Speech Communication Association's Summer Conference (10th, Austin, Texas).

Speech Communication Association, Falls Church, Va.

Pub Date 75

Note—214p.; Not available in hard copy due to marginal legibility of original document

Available from—Speech Communication Association, 5205 Leesburg Pike, Suite 1001, Falls Church, Virginia 22041 (\$3.00 member, \$3.50 non-member)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Communication (Thought Transfer), Conference Reports, Elementary Secondary Education, Higher Education, *Interaction, *Interpersonal Relationship, Research, *Sex (Characteristics), *Sex Differences, *Sex Role, Sex Stereotypes, Womens Studies

The papers collected in this volume document the research and opinions of speakers at the summer 1975 conference of the Speech Communication Association concerning sex-related aspects of communication. Part 1 of the volume consists of discussion of contemporary research and resources on communication and includes specific treatment of the following topics: interpersonal communication between the sexes; current research in the field; sex differences in language, speech, and nonverbal communication; stereotyping in both sexes' speech; and the use, evaluation, and generation of nonprint media on the subject of communication. Part 2 focuses on simulations and games for enhancing the communication process. The use of workshops (including discussion of course development, workshop design, and the development of self within the patterns of societal interaction) is explained in Part 3. Appendixes include bibliographies of relevant resources and instructional materials, sources related to women's development of self, and materials concerning instruction in interpersonal communication; a program description of the conference; and a listing of participants. (KS)

ED 127 644

CS 501 470

Wilder, Larry Romaniuk, Michael

The Motor Component of Speech in the Verbal Regulation of Behavior.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—WRDCCL-TR-362
Pub Date Dec 75
Contract—NE-C-00-3-0065
Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—*Child Language, *Cognitive Development, *Cognitive Processes, Early Childhood Education, Language Research, Motor Reactions, *Reaction Time, *Self Control, Stimulus Behavior, *Verbal Development

Two experiments related to the development of verbal self-control in children were conducted. In the first experiment, 36 adults and 36 four year olds were administered a vocal alone, a motor alone, and a combined-reaction-time task. In the second experiment, 54 kindergarten subjects and 60 fifth-grade subjects were each administered a double motor (a motor response followed by a second motor response), a double vocal ("Go," "Go"), and a combined vocal-motor reaction-time task. The results indicated that when two overt responses are combined, the initial response is somewhat inhibited, but that there is nothing unique about the vocal response in this process: the latency of the initial response was the same whether it was followed by a vocalization or by a second motor response. Further, by the age of four, there was no difference between the ability to combine two motor responses and the ability to combine a motor response and a vocal response. (Author/AA)

ED 127 645 CS 501 471

Gamble, Teri Kwal

An Experimental Study of Sex as a Factor Influencing Audience Evaluation of Performer Effectiveness and Audience Comprehension of Performance for Selected Dramatic Monologues.

Pub Date 76

Note—18p.; Not available in hard copy due to marginal reproducibility of original
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Audiences, Behavioral Science Research, *Credibility, Dramatics, Higher Education, *Interpretive Reading, *Listening Comprehension, Monologues, Opinions, *Role Perception, *Sex Role, Sex Stereotypes

This study investigated the effect of the sex of an oral interpreter and the sex of the dramatic character portrayed on audience evaluation of performer effectiveness and audience comprehension of the passage presented. Two interpreters, one male and one female, each performed six monologues, three of which were feminine and three of which were masculine in nature. The audience consisted of 275 undergraduate members of a communication arts and sciences class at Queens College in New York City. Each of 12 randomly selected groups drawn from this audience pool viewed one videotaped interpretation of a dramatic monologue. Analysis of data revealed that a significant interaction effect existed between sex of interpreter and sex of dramatic character depicted, with regard to subject ratings of performer effectiveness. Similarly, audience comprehension of the passages varied on the basis of the sex of the dramatic character portrayed. (Author/KS)

ED 127 646 CS 501 472

Weaver, Richard L., II

The Quest for Quality Teaching: In-Class Visitation.

Pub Date 76

Note—19p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, Illinois, April 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Classroom Observation Techniques, *Effective Teaching, *Evaluation, *Evaluation Methods, Feedback, Graduate Students, *Guidelines, Higher Education, *Teacher Evaluation, *Teaching Assistants, Teaching Skills

Identifiers—*Speech Communication

The guidelines used by the Bowling Green State University, Ohio, speech communication department to assess graduate assistants' teaching skills are outlined in this paper. Visitation by observers, in conjunction with introductory sessions, weekly staff meetings, and teacher's manuals, can provide follow-up feedback regarding the implementation of activities and ideas, can stimulate the evaluation of teaching skills, can establish

standards for improvement, and can let graduate assistants know that effective teaching is important. Criteria for evaluation are grouped in ten categories: preparation, structure, rapport, motivation, interaction, adaptation, poise, facilitation, physical environment, and overall pace of class. A sample visitation response form suggests specific standards for assessing skill levels in these areas and provides a concise method of feedback for the instructor. (KS)

ED 127 647 CS 501 473

Kell, Carl L. Winn, Larry James

Teaching Public Speaking with Simulations.

Pub Date 76

Note—13p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Philadelphia, Pennsylvania, March 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Classroom Games, Communication Skills, *Games, Game Theory, Higher Education, Persuasive Discourse, *Public Speaking, *Simulation, *Teaching Methods

In public-speaking courses, the use of games—a specific type of simulation—can help to overcome three of the most basic problems faced by the teacher: the gap between the study of theory and the application of that theory, the limited experience gained by students confined to speaking situations within classroom walls, and student stage fright. In order to maximize the effectiveness of gaming, the public-speaking instructor should plan carefully in terms of both the overall course framework and the individual games, temper the planning with flexibility and creativity, and utilize the Socratic method in the evaluation sessions. (JM)

ED 127 648 CS 501 474

Krohn, Franklin B. Rogers, Donald P.

An Audience Analysis of Inner City Black Businesspeople.

Pub Date 75

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Audiences, *Banking, Black Community, *Inner City, Interaction Process Analysis, *Negro Attitudes, *Negro Businesses, *Publicize, *Social Characteristics, Social Science Research

This study was undertaken to describe the perceptual, demographic, and psychological characteristics of black businesspeople in the inner-city community of Buffalo, New York, in order to assist commercial and investment bankers in the formulation of advertising and loan strategies. Of 380 questionnaires distributed to the target population, 104 were returned. Analysis of data attempted to gauge the relationship of the audience (the businesspeople) to the communicator (the banks), the relationship of the audience to the subject and to the purpose of the message, the basic beliefs and attitudes of the audience, and the characteristics of the audience. Although guidelines for communicating with the black business audience were suggested on the basis of this investigation, the economic realities of a tight money market discouraged their implementation. (KS)

ED 127 649 CS 501 475

Porter, Robert E.

Analyzing Rehearsal Interaction.

Pub Date 75

Note—32p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Behavioral Science Research, Behavior Patterns, *Communication (Thought Transfer), *Dramatics, *Interaction Process Analysis, *Interpersonal Relationship, *Models, Statistical Analysis, *Theater Arts

Identifiers—*Rehearsal Processes

A paradigm of rehearsal interaction, based on the measurement and interpretation of behavioral transactions between actors and directors, is posited in this article. Verbal and nonverbal communication processes characteristic of actor/director interactions are operationally defined, and indexes of director/actor interaction, director/actor talk ratio, and director influence ratio are organized according to a general matrix analysis system. Suggestions are given for further investigations to describe and to evaluate the rehearsal process in order to improve the quality of interaction, stimulate the acquisition of effective skills, and encourage positive attitudes. (KS)

ED 127 650 CS 501 476

Wilkinson, Margaret B., Comp.

Selected Bibliography of Black Theatre Materials.

Pub Date Aug 76

Note—16p.; Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—African American Studies, American Literature, *Bibliographies, Doctoral Theses, *Drama, Higher Education, *Negro Culture, *Negro Literature, Periodicals, *Theater Arts, Theoretical Criticism

The selections cited in this bibliography provide resources on black theater for the teacher and researcher, for those first entering the professions, and for students in search of research topics. Section one lists other relevant bibliographies, among them, an annotated guide to reference books on the black American experience, a selection of plays and musicals, selections of doctoral research on blacks, and so on. Part two provides a listing of plays available in single volumes or anthologies, by Leroi Jones, Langston Hughes, and others. Critical works on the subjects of black aesthetics, the role of the black actor, and other theater-related issues are outlined in part three. Part four provides a listing of unpublished dissertations. Periodicals which have devoted entire issues to black theater or which frequently assess the state of the performing arts in the black community are cited in part five. (KS)

ED 127 651 CS 501 477

Daniel, Jack L. Wharton, Linda F.

Black American Rhetoric: A Selected Bibliography.

Pub Date Jul 76

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—African American Studies, *African Culture, *Annotated Bibliographies, *Negro Culture, Negro Literature, Post Secondary Education, *Rhetoric, Secondary Education

Identifiers—*Black Rhetoric

The items in this annotated bibliography are intended to aid the secondary and postsecondary instructor of Black American rhetoric. Selections define aspects of the traditional African world view and its modes of expression, demonstrate African cultural continuity in the New World, show the impact of American existential circumstances, and illustrate examples of Black American rhetoric. The books, articles, and theses cited investigate the theoretical bases of study in the field, analyze specific examples of Black American rhetoric, and discuss other topics related to rhetorical study. (KS)

ED 127 652 CS 501 478

Goyer, Robert S.

Communicative Process as a Behavioral System: Research Implications for Organizational Communication.

Pub Date 76

Note—9p.; Paper prepared for the special edition of "Communication, Journal of the Communication Association of the Pacific" compiled for the C.A.P. Convention (Kobe, Japan, June 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Communication Problems, Information Systems, *Interaction Process Analysis, Management Information Systems, *Management Systems, *Organizational Communication, Systems Analysis, *Systems Approach

The two words, "communication"—defined as the sharing of experience—and "process"—referred to as the movement of interrelated events or actions toward an identifiable goal—may be usefully viewed together as the goal-oriented combination of variables designed to produce at least a single communicative event. In an organizational setting, the assessment of this process, seen as a behavioral system, lends itself to the use of a systems approach. This approach facilitates the unification of divergent findings in almost any field of knowledge. Two of the many ways in which a systems approach might profitably be employed in organizational communication are in the assessment of communicative problems and in the area of systems management. (JM)

ED 127 653 CS 501 479

Lederman, Linda Costigan Rogers, Don
Parallel Evolution in Science: The Historical Roots and Central Concepts of General Systems Theory; and "General Systems Theory," "Modern Organizational Theory," and Organizational Communication.

Pub Date 76

Note—60p.; Lederman paper presented at the Annual Meeting of the Eastern Communication Association (Philadelphia, Pennsylvania, March 1976)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
 Descriptors—*Communication (Thought Transfer), Models, *Organizational Communication, Organizational Theories, Research, *Systems Approach, Systems Concepts, *Theories

The two papers in this document focus on general systems theory. In her paper, Linda Lederman discusses the emergence and evolution of general systems theory, defines its central concepts, and draws some conclusions regarding the nature of the theory and its value as an epistemology. Don Rogers, in his paper, relates some of the important features of general systems theory and of modern organizational theory to organizational communication theory, and he points out that these theories provide a potentially significant analytical model for organizational communication scholars. (JM)

ED 127 654 CS 501 480

Monaghan, Therese A.

Releasing Playfulness in the Adult through Creative Drama.

Pub Date 76

Note—158p.; Ed.D. Dissertation, Columbia University Teachers College

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-21,030, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Adult Counseling, *Adult Development, *Creative Dramatics, Doctoral Theses, *Dramatic Play, Drama Workshops, Humanistic Education, *Play, *Play Therapy, Self Actualization, Sensitivity Training

This dissertation explores the possibilities for releasing playfulness in adults through creative drama. A playful attitude, the capacity to enjoy action for its own sake, is difficult to maintain in a technological society which demands rational control, achievement, and conformity. Creative drama can provide a way to develop playfulness in our society; the attention and the concern with process which are called for in play are also basic to effective improvisational acting. Individuals who reveal physical rigidity, hold back feelings, and ignore intuitions can be helped by a sensitive guide. Concepts underlying play and creative drama are illustrated in a description of a five-day creative drama workshop designed to encourage playfulness in a group of adults. The following themes reflect the sessions: openness for receiving, letting the body speak, connecting sound and movement, exploring vocal sound, and creating images. Clinical studies are recommended to determine the changes which occur in adult participants in creative drama experiences designed to release playfulness. (Author/KS)

ED 127 655 CS 501 481

Doolittle, John

Violence and the Ratings: A Comparison for 1975's "Second Season."

Pub Date 76

Note—16p.; Paper presented at the Annual Meeting of the International Communication Association (Portland, Oregon, April 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Commercial Television, High School Students, Interest Research, *Programming (Broadcast), Public Opinion, Secondary Education, Television Research, *Television Viewing, *Violence

Identifiers—*Audience Ratings

Violence ratings for 49 second season (January to April) 1975 prime-time network programs were obtained from 48 high school juniors and seniors. Audience ratings for the same shows were obtained from the Nielsen ratings. No relationship was found between ratings of violence levels and average audience ratings. Violent shows tended to be longer than nonviolent shows, however, and longer shows tended to have poorer audience ratings. Given that the violent program

has to compete with similar programs and keep its audience for longer times, this type of programming may be performing relatively well in the ratings. (Author/AA)

EA

ED 127 656 95 EA 007 271

Bagin, Don And Others

PR for School Board Members. A Guide for Members of Boards of Education and School Administrators to Improve and Strengthen School Information Programs. Volume 8: AASA Executive Handbook Series. ERIC/CEM State-of-the-Knowledge Series, Number Thirty-Three.

American Association of School Administrators, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—OEC-0-8-080353-3514

Note—74p.

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No. 021-00458, \$2.50, quantity discounts, orders for \$15.00 or less must be accompanied by payment in full and add \$1.00 for handling and postage)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Board of Education Policy, *Boards of Education, *Communication (Thought Transfer), Community Involvement, Conflict Resolution, Elementary Secondary Education, Information Dissemination, Literature Reviews, News Media, Publicize, *Public Relations, *School Community Relationship

A majority of the people in the United States believe school boards are doing an inadequate job of informing them about board activities, according to a 1975 survey. This handbook is intended to inform school boards of the need for effective communication and to offer suggestions for establishing constructive contact with the public and with school personnel. All board communication efforts should be centered around a board communications policy that identifies avenues of communication and specifies who will be responsible for what communication functions. Copies of this policy should be made available to all school district employees, advisory committees, and all other organizations that have a special (even if temporary) relationship with the schools. This review of the literature on school public relations includes sections on board meetings, the news media, internal and external district publications, how to obtain feedback from the community, handling crises and controversies, and obtaining information. (Author/DS)

ED 127 657 95 EA 008 470

Coursen, David

Conflicting Moralities in Education. NAESP School Leadership Digest Second Series, Number 11. ERIC/CEM Research Analysis Series, Number 26.

National Association of Elementary School Principals, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—OEC-0-8-080353-3514

Note—32p.

Available from—National Association of Elementary School Principals, 1801 North Moore Street, Arlington, Virginia 22209 (\$1.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Elementary Secondary Education, *Ethical Instruction, Evolution, *Literature Reviews, Models, *Moral Development, *Moral Issues, Racism, Sex Stereotypes, *Textbook Content

Identifiers—*Kohlberg Moral Development Model

This booklet examines various problems involving the moral content and implications of education and discusses some of the difficulties school officials face in trying to accommodate the diverse moral values of different segments of American society. The author argues that,

because unintentional moral training takes place in all schools through their "hidden curriculum," schools should develop a deliberate and systematic approach to moral education. The booklet is organized into three major sections. Section 1 presents a brief case study of the West Virginia textbook controversy and points out the difficulties that public controversies over evolution, sexism, and racism create for textbook selection. Section 2 discusses the background and rationale for moral education and reviews some representative literature on the topic. Section 3 examines different approaches to designing a moral education program, focusing mainly on Kohlberg's moral development model and on various criticisms of Kohlberg's approach. (JG)

ED 127 658 95 EA 008 549

Vandalism Prevention. The Best of ERIC, Number 20.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 76

Contract—OEC-0-8-080353-3514

Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, Costs, Fire Protection, Insurance Programs, *Literature Reviews, *Prevention, *School Vandalism, Security, Systems Approach

Twelve publications in the ERIC system were reexamined and more detailed annotations written for this booklet. The approaches to vandalism prevention cited range from a U.S. Senate committee attempting to measure the cost of school vandalism nationwide to measures taken by individual school systems. (MLF)

ED 127 659 EA 008 567

Peters, Richard O.

The Citizen/Teacher Curriculum Council: A Curriculum Development Involvement Strategy.

Pub Date Sep 76

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Change Strategies, *Citizen Participation, *Curriculum Development, Elementary Secondary Education, *Models, *Parent Teacher Cooperation, School Community Relationship, *Teacher Participation

Identifiers—*Citizen Teacher Curriculum Council

In most school systems today, curriculum development is the work of specialists who function as consultants to classroom teachers, administrators, and school boards. An alternative is the Citizen/Teacher Curriculum Council (C/TCC) approach, which calls for direct involvement of community members and classroom teachers in curriculum development. The C/TCC would function in an advisory capacity to the school district's program specialists, administrators, and school board; in turn, academic specialists and curriculum developers would counsel the C/TCC on technical matters. To ensure a minimum level of qualifications for C/TCC members, the school district should develop appropriate training programs in curriculum development. Because of the differing background and training of council members, separate training programs for professional and lay members of the C/TCC would be advisable. While the C/TCC model emphasizes direct teacher and citizen participation in curriculum development, it is not meant to exclude administrators. Rather, the structure of the C/TCC process should guarantee the interaction of administrators, teachers, community members, and specialist consultants. (Author/JG)

ED 127 660 EA 008 570

Hunter, Michael G. Rumbaugh, Stanley A.

The Study of School Effectiveness: Michigan Cost-Effectiveness Study.

Pub Date Apr 76

Note—63p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Academic Achievement, *Cost Effectiveness, Elementary Secondary Education, *Evaluation Methods, *Models, *Performance Factors, Predictor Variables, Program Costs, Program Effectiveness, Reading Programs, *School Surveys, State Surveys, Statistical Analysis, Tables (Data)

Identifiers—*Michigan

This report presents a summary description of the 1974-75 Michigan Cost-Effectiveness Study and its findings. The study was an effort to develop and implement evaluation techniques for determining what educational practices affect student behavior and what costs are associated with those practices. Overall purpose of the 1974-75 study was to continue development of the analytical techniques reflected in the cost-effectiveness model that was employed in the 1973-74 Michigan Cost-Effectiveness Study. A critical part of this continued development was an attempt to cross-validate the variables identified in the 1973-74 study. In addition, the 1974-75 study also sought to identify new variables related to student achievement and to investigate the relationships between achievement and various identified variables. Data for the study were collected from 25 Michigan school districts with highly successful compensatory education reading programs and 25 districts with highly unsuccessful programs. Within each of these districts, the highest and lowest achieving buildings were selected for study. The study focused on only those educational variables subject to control by the schools and did not examine variables such as race or socioeconomic status. (Author/JG)

ED 127 661 EA 008 573

Van Dusseldorp, Ralph A. And Others
Applications of Goal Programming to Education.
Pub Date May 76

Note—20p.; Paper presented at the International Convention of the Association for Educational Data Systems (14th, Phoenix, Arizona, May 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Computer Oriented Programs, Educational Administration, *Educational Planning, Elementary Secondary Education, *Linear Programming, Management Systems, *Mathematical Models, Operations Research, Post Secondary Education, *Problem Solving
Identifiers—*Goal Programming

This paper discusses goal programming, a computer-based operations research technique that is basically a modification and extension of linear programming. The authors first discuss the similarities and differences between goal programming and linear programming, then describe the limitations of goal programming and its possible applications for educational planning and problem-solving. Most of the paper is devoted to demonstrating the formulation of linear programming and goal programming models and to presenting three detailed examples of how the goal programming model can be applied to solving different types of educational planning problems. These examples include scheduling algebra instruction for 60 high school students, designing a school district busing plan, and determining salary differentials for school district supervisory personnel under collective bargaining. (JG)

ED 127 662 EA 008 574

Tomlinson, Derrick
Finance for Education in Australia: Developments 1969-75. The Australian Education Review Number 5.

Australian Council for Educational Research, Hawthorn.

Pub Date 76

Note—70p.

Available from—Australian Council for Educational Research, P.O. Box 210, Hawthorn, Victoria, Australia 3122 (\$2.50)

Document Not Available from EDRS.

Descriptors—Educational Administration, *Educational Finance, *Educational Trends, Elementary Secondary Education, *Expenditures, Federal Aid, *Federal State Relationship, Government Role, Post Secondary Education, Regional Planning, *Statistical Data, *Tables (Data)

Identifiers—*Australia

This monograph analyzes public educational expenditures in Australia for the five-year period 1969-74. For purposes of comparison, all the tables also include data for 1964-65, the first year in which the Commonwealth government made educational payments to the individual states. Statistical data on educational expenditures were drawn from published statements of the Australian Bureau of Statistics and from unpublished statements of expenditure from state treasuries, as compiled by the Australian Bureau of

Statistics. To minimize the effects of inflation, some tables show all financial data in 1964-65 dollars. The discussion is organized into three main sections. Section 1 examines recent trends in educational expenditures, focusing on total educational expenditures, distribution of expenditures, and the role of the Commonwealth. Section 2 discusses some issues in educational finance, including financial accountability and federal responsibility-sharing. Section 3 discusses possible future trends in Australian education, focusing on the role of the Commonwealth, national educational planning, and decentralized and regionalized educational administration. (Author/JG)

ED 127 663 EA 008 575

A Report on Short-Term, Out-Of-School Disciplinary Suspensions in the Junior High/Middle and High Schools of Richland County School District No. 1, 1975-1976 and 1974-1975.

American Friends Service Committee, Columbia, S.C. South Carolina Community Relations Program.

Pub Date Aug 76

Note—36p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Attendance Patterns, Average Daily Attendance, Behavior Problems, *Comparative Analysis, *Discipline Policy, Due Process, *Racial Discrimination, Secondary Education, Student Behavior, Student Rights, Student School Relationship, *Suspension, Tables (Data)
Identifiers—*Richland County School District, *South Carolina (Columbia)

Short-term suspensions are a severe disciplinary tool that can be dispensed by school officials for one to five days at their own discretion. In addition to the negative impact of suspension on students, districts lose some state financial aid when students are not in school because they have been suspended. A continuing assessment of suspensions in Richland County School District No. 1 has occurred in the last few years primarily because of the differential application of suspension on black and white students. In 1975-76 there were 3.4 suspensions among blacks for every one suspension among whites. This represents only a fractional reduction from the previous year (1974-75) when the ratio was 3.6 black suspensions to one white. The report contains basic data over a two-year period on seven high schools, two junior high schools, and nine middle schools. The name of the school, number of suspensions by grade, number of suspensions by race, and number of suspension days are listed for all the schools. Entries of percent black students are available for all but one school. Reasons for suspensions are not complete for some of the middle schools. (MLF)

ED 127 664 95 EA 008 576

Rensenbrink, John

How Change Does and Does Not Take Place: Innovation and Recurrence in Educational Reform Programs. Final Report.

Bowdoin Coll., Brunswick, Maine.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Bureau No—2AO39

Pub Date 30 Jun 76

Contract—OEC-1-72-0007(509)

Note—348p.; Not available in hard copy due to small print of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Case Studies (Education), *Educational Change, Educational Innovation, *Elementary Education, Freedom Schools, *Organizational Change, *Program Development, Questionnaires

Identifiers—Maine

This report describes a study that examined the process of educational reform and sought to determine how and why internal changes occur in the evolution of an educational program. The author studied the progress of four educational reforms in the Brunswick-Freeport area of mid-coast Maine, including the introduction of significant changes in the Freeport elementary schools from 1969-74, the introduction of a large open-structured elementary school in Brunswick from 1970-74, the founding and implementation of a private free school in Freeport from 1969-74, and the establishment and implementation of an Upward Bound project at Bowdoin College from 1966-73. Part I of the report establishes the

framework and scientific basis for the study. Part 2 identifies and discusses the basic factors that interact in the change process and traces the history of the four educational reform programs. Part 3 presents the author's conclusions, including findings relevant to the specific hypotheses identified at the start of the study and some general findings that evolved during the course of the study. The appendix contains a copy of the questionnaire used in the study and a list of people interviewed during the study. (Author/JG)

ED 127 665 EA 008 577

Rochelle, Larry

Collective Bargaining and Curriculum Reform in Ohio School Districts.

Pub Date [76]

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Board of Education Policy, *Boards of Education, *Collective Bargaining, Conflict, Curriculum Planning, Elementary Secondary Education, Inservice Teacher Education, Sanctions, School Districts, *Teacher Associations, Teacher Strikes

Identifiers—*Ohio Education Association

The author commends the Ohio Education Association (OEA) for its role in encouraging collective bargaining in the state and for its actions against recalcitrant boards of education that refuse to grant teachers a say in school district decision-making. By levying sanctions and, in some cases, striking against oppressive school boards, the Ohio teachers have made some progress, though the state still does not have a collective bargaining law. The OEA encourages its members to keep well informed on innovations in curriculum through inservice education. Hopefully teachers will eventually be allowed to contribute to school district curriculum planning. (Author/DS)

ED 127 666 95 EA 008 578

Foster, Betty J. Carpenter, Judi M.

Statistics of Public Elementary and Secondary Day Schools, Fall 1975. Pupils, Staff, Revenues, Expenditures and Salaries.

National Center for Education Statistics (DHEW), Washington, D.C.

Report No—NCES-76-145

Pub Date 76

Note—57p.; For a related document, see ED 112 472

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.15)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Finance, Educational Trends, *Elementary Secondary Education, Expenditure Per Student, High School Graduates, *National Surveys, Questionnaires, School Personnel, *School Statistics, *School Surveys, Student Enrollment, *Tables (Data), Teacher Salaries

This report presents basic state summary data on public elementary and secondary day schools in the United States and some outlying areas under U.S. jurisdiction as of fall 1975. Selected national trend data dating back to 1971 are also included. Data for each state list numbers of local school districts, staff, and pupils in fall 1975 and for the 1975-76 school year, as well as estimated revenue and nonrevenue receipts, expenditures for school maintenance and operation, and average salaries paid to professional/educational staffs. Data for 1975-76 on numbers of public elementary and secondary day schools and numbers of high school graduates are also included, and most data are listed separately for the 20 most populous cities, as well as by state. Survey procedures and coverage are described briefly, and a replica of the survey questionnaire is included in the appendix. (Author/JG)

ED 127 667 EA 008 579

Saville, Anthony

Instructional Programming: Issues and Innovations in School Scheduling.

Pub Date 73

Note—219p.

Available from—Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 (\$6.95)

Document Not Available from EDRS.

Descriptors—*Administrator Guides, Computer Oriented Programs, Elementary Secondary

Education, Extended School Year, Flexible Scheduling, Management Systems, Program Development, *School Calendars, *School Planning, *School Schedules

This book presents information on new scheduling concepts and approaches that are currently being used by different schools and is intended to aid school principals at all levels who are interested in revising, adapting, or rebuilding their scheduling systems. Individual chapters focus in turn on instructional programming and scheduling, registration procedures, development of a master schedule, elementary school scheduling, secondary school scheduling, flexible programming and computer-based approaches to scheduling, trends and issues in school calendar development, and extended school year programming. Numerous sample schedules and calendars are presented throughout the book. (JG)

ED 127 668

EA 008 580

Pol, Gaston

Evaluation of Principals: A Competency-Based Methodology with Community Participation.

Pub Date Jan 76

Note—17p.; Table 3 is completely illegible
Journal Cit—CCBC Notebook; v5 n5 p4-8 July 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrator Evaluation, Elementary Secondary Education, Feedback, Models, Needs Assessment, *Parent Participation, *Principals, *Role Theory, Skills, *Statistical Analysis, Teacher Evaluation

Identifiers—*Edgewood Texas School District, Texas (San Antonio)

This article describes a new methodology used in assessing the competence of the principals in the Edgewood School Plan. Two theories are used in this assessment program: competence theory, which emphasizes the person, and role theory, which emphasizes the position. The evaluation requires information that enables individuals to identify the crucial areas and components of competence that are necessary for each principal to adequately perform his tasks; to design and implement inservice educational programs based on a needs assessment approach; to identify the areas of congruence shown as a result of the similar role expectations expressed both by the principal and by his subordinates and superordinates; to identify the areas of role conflict where perceptions and expectations appear to be in direct contradiction; to facilitate role clarification and role definition for all principals by providing feedback to them and those subordinates or superordinates who have either false role expectations or conflicting role expectations; and to provide reliable information about the expected areas of competence required to successfully perform the role of the principal in each school. Sections of the article deal with methodology, instrument administration and data collection, data analysis, role conflict identification, feedback, conclusions, and recommendations. (Author/IRT)

ED 127 669

EA 008 581

A Guide to School Site Selection. Revised 1976.
Georgia State Dept. of Education, Atlanta. Office of School Administrative Services.

Pub Date 76

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Board of Education Policy, Environmental Influences, Geographic Location, Records (Forms), Safety, School Expansion, *School Planning, School Systems, *Site Analysis, *Site Selection, Utilities

Identifiers—*Georgia

Guidelines selected from a policy statement adopted by the State Board of Education comprise the criteria for school site selection. The prerequisites pertain to size, utilities, safety, environmental factors, geographical and related factors, and site development. Forms are included for use by local school systems making preliminary determinations and for use by the School Site Approval Committee when making school site evaluations for official approval. (MLF)

ED 127 670

EA 008 582

Edwards, Edgar O.

Investment in Education in Developing Nations: Policy Responses When Private and Social Signals Conflict.

Pub Date Jan 75

Note—10p.; A Ford Foundation Reprint
Available from—Ford Foundation, Office of Reports, 320 East 43 Street, New York, New York 10017

Document Not Available from EDRS.

Descriptors—Cost Effectiveness, *Developing Nations, *Educational Demand, *Educational Finance, *Educational Planning, Educational Supply, *Financial Policy, Higher Education, Labor Supply, Political Power, Secondary Education, Social Problems

In most developing countries the net private benefit of higher education exceeds its net social benefit because education-related wage differentials are excessive and the beneficiaries of higher education are subsidized. The resulting political pressures seem to favor investment in education over the creation of employment opportunities. A more balanced allocation of investment may require the revision of basic policies dealing with wage determination, the incidence of educational costs, and the role of private sector education. The aim should be to narrow the gap between private and social signals and thus reduce excess private demand for higher education. (Author)

ED 127 671

EA 008 585

Piele, Philip K., Ed.

The Yearbook of School Law—1976.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 76

Note—335p.; Individual chapters are EA008586-592; For related documents, see ED008228, ED100009, and ED114957

Available from—National Organization on Legal Problems of Education, 5401 Southwest 7th Avenue, Topeka, Kansas 66606 (\$11.95, check must accompany order or a postage and handling charge will be added)

Document Not Available from EDRS.

Descriptors—Collective Bargaining, *Court Cases, *Court Litigation, Educational Facilities, Educational Finance, Elementary Secondary Education, Employer Employee Relationship, Higher Education, Legal Responsibility, *School Law, Student School Relationship, Supreme Court Litigation

This book consists of seven chapters, each focusing on a different major area of school law. Each article presents a comprehensive summary and analysis of all recent state supreme court and federal court decisions relevant to one particular school law topic. The cases discussed are generally limited to those decided during 1975 and reported in the General Digest as of March 1976, although a few 1974 cases not treated in the 1975 yearbook are included as well. The individual chapters include: "Finance," by Richard A. Rossmiller and Virginia Davis Nordin; "Property," by Philip K. Piele and James R. Forsberg; "Tort Liability," by H. C. Hudgins, Jr.; "Pupils," by Eldon D. Wedlock, Jr.; "Employees," by Betsy Levin; "Collective Bargaining," by Steven M. Goldschmidt; and "Higher Education," by D. Parker Young. In addition to an extensive topical index, there is also a comprehensive table of cases that lists alphabetically all the cases examined in any of the chapters. (JG)

ED 127 672

EA 008 586

Rossmiller, Richard A. Nordin, Virginia Davis

Finance.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 76

Note—19p.; Chapter 1 of The Yearbook of School Law—1976 (EA008585); For related documents, see EA008585-592

Available from—Not available separately—see EA008585

Document Not Available from EDRS.

Descriptors—*Court Cases, Court Litigation, *Educational Finance, Elementary Secondary Education, Fees, *Nonpublic School Aid, Private Schools, Property Taxes, *School Law, *School Taxes, *State Aid, State Church Separation

Identifiers—Meek v Pittinger

This chapter summarizes recent state supreme court and federal court decisions related to the area of school finance. The cases discussed are generally limited to those decided during 1975 and reported in the General Digest as of March 1976. In their discussion, the authors attempt to integrate related cases and to illuminate any unifying legal principles that underlie the decisions

relevant to each specific subtopic of school finance. Separate sections of the article focus in turn on cases involving public funds for private schools, allocation of school funds, administration of school funds, and school tax issues. (JG)

ED 127 673

EA 008 587

Piele, Philip K. Forsberg, James R.

Property.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 76

Note—33p.; Chapter 2 of The Yearbook of School Law—1976 (EA008585); For related documents, see EA008585-592

Available from—Not available separately—see EA008585

Document Not Available from EDRS.

Descriptors—Board of Education Role, *Court Cases, Court Litigation, *Educational Facilities, Educational Finance, Elementary Secondary Education, Land Acquisition, School Closing, *School Construction, School Districts, School Integration, *School Law, *School Location, Zoning

This chapter summarizes recent state supreme court and federal court decisions involving school property. The cases discussed are generally limited to those decided during 1975 and reported in the General Digest as of March 1976. In their discussion, the authors attempt to integrate related cases and to illuminate any unifying legal principles that underlie the decisions relevant to each specific subtopic of school property. Separate sections of the article focus in turn on cases involving school board authority over school property matters, attachment and detachment of portions of school districts, ownership of school property, acquisition of school property, authority to locate and construct school buildings, voting on school property issues, contracts and bids for building construction, use of school property, school closures, and disposition of school property. (JG)

ED 127 674

EA 008 588

Hudgins, H. C., Jr.

Tort Liability.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 76

Note—20p.; Chapter 3 of The Yearbook of School Law—1976 (EA008585); For related documents, see EA008585-592

Available from—Not available separately—see EA008585

Document Not Available from EDRS.

Descriptors—Court Cases, *Court Litigation, Elementary Secondary Education, Employee Responsibility, *Injuries, Legal Problems, *Legal Responsibility, *School Accidents, School Districts, *School Law, Student Transportation

This chapter summarizes recent state supreme court and federal court decisions involving the tort liability of school districts and school personnel. The cases discussed are generally limited to those decided during 1975 and reported in the General Digest as of March 1976, although a few 1974 cases not treated in the 1975 yearbook are also included. In his discussion, the author attempts to integrate related cases and to illuminate any unifying legal principles that underlie the decisions relevant to each specific subtopic of school liability. Separate sections of the article focus in turn on cases involving negligence, slander and libel, governmental immunity, insurance, transportation, individual liability of school personnel, and time limitations of the filing of damage claims. (JG)

ED 127 675

EA 008 589

Wedlock, Eldon D., Jr.

Pupils.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 76

Note—40p.; Chapter 4 of The Yearbook of School Law—1976 (EA008585); For related documents, see EA008585-592

Available from—Not available separately—see EA008585

Document Not Available from EDRS.

Descriptors—Civil Liberties, Cocurricular Activities, *Constitutional Law, *Court Cases, Court Litigation, Discipline Policy, Elementary Secondary Education, Exceptional Students,

*School Integration, *School Law, Sex Discrimination, State Church Separation, *Student Rights, Student School Relationship, Transfer Policy

This chapter summarizes recent state supreme court and federal court decisions involving the rights of school pupils. The cases discussed are generally limited to those decided during 1975 and reported in the General Digest as of March 1976. In his discussion, the author attempts to integrate related cases and to illuminate any unifying legal principles that underlie the decisions relevant to each specific subtopic involving school pupils. Separate sections of the article focus in turn on cases involving exceptional students, extracurricular activities, tuition and school assignment, religious and conscientious beliefs of parents and pupils, students' substantive rights, sanctions for student misconduct, and school desegregation. (JG)

ED 127 676

EA 008 590

Levin, Betsy

Employees.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 76

Note—97p.; Chapter 5 of The Yearbook of School Law—1976 (EA008585); For related documents, see EA008585-592

Available from—Not available separately—see EA008585

Document Not Available from EDRS.

Descriptors—Board of Education Role, Constitutional Law, *Court Cases, Court Litigation, *Due Process, Elementary Secondary Education, Employer Employee Relationship, Equal Opportunities (Jobs), Job Tenure, Leave of Absence, Racial Discrimination, *School Law, Sex Discrimination, *Teacher Dismissal, *Teacher Employment, Teacher Retirement

This chapter summarizes recent state supreme court and federal court decisions involving school employees. The cases discussed are generally limited to those decided during 1975 and reported in the General Digest as of March 1976. In her discussion, the author attempts to integrate related cases and to illuminate any unifying legal principles that underlie the decisions relevant to each specific subtopic involving school employees. Separate sections of the article focus in turn on cases involving discrimination in employment, school board discretion to dismiss and discipline teachers, tenure and seniority, substantive due process rights, procedural due process rights, remedies for improper board actions, leaves of absence, and teacher retirement. (JG)

ED 127 677

EA 008 591

Goldschmidt, Steven M.

Collective Bargaining.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 76

Note—56p.; Chapter 6 of The Yearbook of School Law—1976 (EA008585); For related documents, see EA008585-592

Available from—Not available separately—see EA008585

Document Not Available from EDRS.

Descriptors—Arbitration, *Collective Bargaining, *Court Cases, Court Litigation, Elementary Secondary Education, Grievance Procedures, Higher Education, Industrial Relations, *School Law, *State Legislation, Teacher Associations, *Teacher Employment, Teacher Strikes, Unions

This chapter summarizes recent state supreme court and federal court decisions involving collective bargaining for employees of public educational institutions. The cases discussed are generally limited to those decided during 1975 and reported in the General Digest as of March 1976. In his discussion, the author attempts to integrate related cases and to illuminate any unifying legal principles that underlie the decisions relevant to each specific subtopic involving collective bargaining. Separate sections of the article focus in turn on cases involving the obligation and authority to bargain, determination of bargaining units, scope of bargaining, the duty to bargain in good faith, union security provisions, third-party procedures for resolving bargaining impasses, strikes and related employee actions, and enforcement of collective bargaining agreements. (JG)

ED 127 678

Young, D. Parker

Higher Education.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 76

Note—46p.; Chapter 7 of The Yearbook of School Law—1976 (EA008585); For related documents, see EA008585-591

Available from—Not available separately—see EA008585

Document Not Available from EDRS.

Descriptors—*College Administration, *College Faculty, Constitutional Law, *Court Cases, Court Litigation, Educational Facilities, Educational Finance, *Higher Education, Injuries, Job Tenure, Legal Responsibility, Nonpublic School Aid, Racial Discrimination, *School Law, Student Rights

This chapter summarizes recent state supreme court and federal court decisions related to higher education. The cases discussed are generally limited to those decided during 1975 and reported in the General Digest as of March 1976. In his discussion, the author attempts to integrate related cases and to illuminate any unifying legal principles that underlie the decisions relevant to each specific subtopic of higher education. Separate sections of the article focus in turn on cases involving college organization and administration, property and buildings, finance, liability, aid to private education, faculty, student rights and responsibilities, and racial and sex discrimination. (JG)

ED 127 679

EA 008 594

Hickrod, G. Alan And Others

Cost-Size Relationship Among School Districts in Illinois, 1974. Research Paper 2-HCYH-75.

Illinois State Univ., Normal. Center for the Study of Educational Finance.

Pub Date Sep 75

Note—11p.; Paper prepared for the Illinois Office of Education

Available from—Center for the Study of Educational Finance, Department of Educational Administration, Illinois State University, 331 DeGarmo Hall, Normal, Illinois 61761 (\$0.35)

Document Not Available from EDRS.

Descriptors—*Cost Effectiveness, Elementary Secondary Education, Operating Expenses, *School Districts, *School Size, Statistical Analysis

Identifiers—*Illinois

An analysis relating district size in terms of average daily attendance (ADA) to costs in terms of current operating expenditures reveals that districts operating most efficiently in 1974 are unit districts at 2,432 ADA, high school districts at 874 ADA, and elementary districts at 336 ADA. Each population is treated separately and, thus, the "optimal" sizes cannot be added together. It should be noted that these simple gross, or bivariate, functions have relatively low explanatory power. Loss of pupils will probably focus more attention on the high costs of small schools in Illinois. However, it is far from clear just what the electorate wants to do about these high costs. Lack of knowledge about the relation of variables other than cost to school size is a further limiting factor. It is also not clear that district size is the most important aspect of the situation; it could very well be attendance center size or educational program size. Finally, some schools will probably always be small no matter what the actions of the state government. The educational opportunities of children in these "forever small" schools cannot be ignored. (Author/IRT)

ED 127 680

EA 008 595

Hickrod, G. Alan Hubbard, Ben C.

Research Agenda for School Finance Reform in Illinois. Research Report 1-HH-75.

Illinois State Univ., Normal. Center for the Study of Educational Finance.

Pub Date Aug 75

Note—29p.; Paper prepared for the Illinois Office of Education; For a related document, see ED103977

Available from—Center for the Study of Educational Finance, Department of Educational Administration, Illinois State University, 331 DeGarmo Hall, Normal, Illinois 61761 (\$0.75)

Document Not Available from EDRS.

Descriptors—*Educational Finance, Elementary Secondary Education, *Equal Education,

*Equalization Aid, *Finance Reform, *Property Taxes, State Aid, Tax Allocation, Tax Effort, Tax Rates

Identifiers—Declining Enrollment, Elementary Secondary Education Act Title I, ESEA Title I, *Illinois

Eight matters relative to the Illinois general purpose educational grant-in-aid that might be subjected to further research and development are discussed. The eight matters are (1) the use of a notational system based on the concept of a guaranteed expenditure for each cent of tax effort, (2) the possibility of adding a curvature to the present district power equalization (DPE) system, (3) the addition of a reorganization and consolidation incentive, (4) the addition of an inflation factor, (5) the addition of a "cushioning" factor to offset loss of pupils, (6) the addition of an income factor, (7) the effect of the removal of the corporate personal property from the tax rolls on the distribution of state aid, and (8) the continued evaluation of the equity effects of the DPE or "reward for effort" system. (Author/IRT)

ED 127 681

EA 008 596

Hickrod, G. Alan And Others

The 1973 Reform of the Illinois General Purpose Educational Grant-in-Aid: A Description and an Evaluation.

Illinois State Univ., Normal. Dept. of Educational Administration.

Pub Date [74]

Note—82p.; For a related document, see ED103977

Available from—Center for the Study of Educational Finance, Department of Educational Administration, Illinois State University, 331 DeGarmo Hall, Normal, Illinois 61761 (\$2.50)

Document Not Available from EDRS.

Descriptors—*Educational Finance, Educational History, Elementary Secondary Education, *Equalization Aid, Evaluation, *Evaluation Criteria, *Evaluation Methods, *Finance Reform, Resource Allocations, State Aid, State Legislation, Statistical Analysis, Tables (Data), *Tax Effort, Tax Rates

Identifiers—*Illinois

This study is divided into three chapters. In the first chapter the historical background essential for an understanding of the Illinois situation is presented and the various provisions of the new allocation system are described. In Chapter 2 a body of scholarly and professional literature concerning criteria for evaluation of state education grant-in-aid is reviewed and the ways and means to make the various evaluative criteria operational in a measurement and statistical sense are outlined. In Chapter 3 data from the 1973-74 school year is used along with the procedures outlined in Chapter 2 to evaluate the 1973 reforms. On the basis of one year's data, it does appear that the state has generally moved toward the several fiscal policy goals desired. Movement was made toward the goals of fiscal neutrality, variation in revenue per pupil, reduced tax rates, increased reward for effort, and equal expenditure for equal effort. (Author/IRT)

ED 127 682

EA 008 597

Planning Better Schools for Louisiana. Bulletin No. 711.

Louisiana State Dept. of Education, Baton Rouge.

Pub Date Apr 75

Note—157p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Architects, Architectural Elements, Bond Issues, Building Design, Climate Control, Contracts, Educational Planning, Elementary Secondary Education, *Facility Guidelines, Glossaries, Needs Assessment, School Buildings, *School Design, School Planning, *School Space, Site Selection, *Space Utilization, Standards, *State Standards

Identifiers—*Louisiana

The purpose of this updated bulletin is to assist those interested in the planning process for elementary and secondary educational facilities. It contains input from educators at all levels, as well as from directors and supervisors of school plant planning and operations, specialists in educational programs, and architects and professional engineers. All space designations, areas, and dimensions are intended only as guidelines. The bulletin deals with needs assessments, preliminary planning, planning and contracting, site selection and acquisition, building characteristics, types of

construction, fenestration, insurance, construction standards and life safety codes, service systems, instructional space requirements, and space requirements of common-use areas. An appendix contains the legal procedure for issuing school building and equipment bonds. A bibliography and a glossary of construction industry terms are also included. (Author/IRT)

ED 127 683 95 EA 008 598
Administration of Public Laws 81-874 & 81-815.

Twenty-Fifth Annual Report of the Commissioner of Education, June 30, 1975.

Office of Education (DHEW), Washington, D.C.
Report No.—DHEW-OE-76-07300

Pub Date 76

Note—341p.; Appendix A of the Annual Report of the U.S. Commissioner of Education, Fiscal Year 75; For a related document, see ED 119 321; Not available in hard copy due to small print of original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$4.00)

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.

Descriptors—American Indians, Annual Reports, *Educational Legislation, Elementary Secondary Education, *Federal Aid, *Federal Legislation, *Federal Programs, Federal State Relationship, Program Costs, School Construction, School Maintenance, *State Federal Aid, Statistical Data, Tables (Data)

The laws covered in this report were initiated as part of a federal policy of assisting school districts financially burdened as a result of new or expanded federal activities. Public Law 81-874 authorizes financial assistance for maintenance and operation of schools to local education agencies. Public Law 81-815 authorizes federal financial assistance for constructing urgently needed minimum school facilities in school districts having substantial membership increases due to new or increased federal activities. Among the subsections of this law are those that authorize grants to construct minimum school facilities for children who reside on Indian lands, or in school districts where Indian lands constitute a substantial part of the school district. The sections of both laws that deal with disaster provisions are treated separately in this report. The bulk of the report is made up of statistical tables covering payments to, and current expenditures of, local education agencies and related information. (Author/MLF)

ED 127 684 EA 008 599

Goetz, Gilbert

Elementary School Self-Evaluation. Management Action Paper Vol. 5, No. 1.

Association of California School Administrators.
Pub Date Mar 76

Note—5p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Accreditation (Institutions), Administrative Personnel, Educational Objectives, *Elementary Education, *Evaluation Methods, Models, Professional Associations, *Program Effectiveness, *Self Evaluation

An evaluation program cooperatively conducted between the Association of California School Administrators (ACSA) and the Western Association of Secondary Schools and Colleges (WASC) is outlined in this newsletter. In the ACSA/WASC model, the total school report is compiled from separate reports submitted by committees of the administration, certificated staff, classified staff, students, and parents. Topics covered in the separate reports include philosophy, curriculum, activities, facility, students, and community. (MLF)

ED 127 685 EA 008 600

Crane, A. R. Walker, W. G.

Theory in the Real World of the Educational Administrator.

University Council for Educational Administration, Columbus, Ohio.

Pub Date May 76

Note—6p.; Reprint from UCEA Review; v17 n3 May 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Administration, *Educational Theories

In replying to a critic, the authors reassert an understanding of theory as "a set of logically inter-related propositions with potential for explaining and predicting events and for producing new knowledge." Contrary to the authors' think-

ing in the 1950s and 1960s, they now hold that the whole enterprise of educational administration is so immersed in a value saturated matrix that "ought" theory—theory based on philosophy and ethics—cannot be ignored and that to deliberately separate it from "is" theory—theory based on empirical inquiry—is to seriously misunderstand what educational administration is all about. (Author/IRT)

ED 127 686 EA 008 601

Gibson, R. Oliver Steier, Marilyn

Preparatory Program at SUNY Buffalo: A Report of Experience.

University Council for Educational Administration, Columbus, Ohio.

Pub Date May 76

Note—8p.; Reprint from UCEA Review; v17 n3 May 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrator Education, *Doctoral Programs, Educational Objectives, Higher Education, *Program Descriptions, Program Design, Student Evaluation

Identifiers—State University of New York Buffalo

The 1975-76 school year is the first year in which the Department of Educational Administration at the State University of New York at Buffalo has in experimental operation its redesigned program for preparing persons for a broad spectrum of positions in educational administration. The program serves as the vehicle for three degree programs and for New York certification in administration. Five levels of a cognitive sequence are organized into three program components. Component 1, Common Learnings, emphasizes knowing, recalling, and having access to specifics, and understanding, translating, discussing, and interpreting material. Component 2, the Concentrations, emphasizes analyzing and separating a whole into parts, making interrelationships clear, and synthesizing and combining elements into new entities. Component 3 emphasizes evaluating and ascertaining relevance for action. This last component calls for a major individual contribution to knowledge or practice. (Author/IRT)

ED 127 687 EA 008 602

Popper, Samuel H.

Educational Administration in Israel: Impressions of a Developing Field.

University Council for Educational Administration, Columbus, Ohio.

Pub Date May 76

Note—4p.; Reprint from UCEA Review; v17 n3 May 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrator Education, *Educational Administration, Educational History, *Educational Research, Graduate Study, *Higher Education, *Masters Degrees

Identifiers—*Israel

In recent years, educational administration has made good developmental progress in Israel. From a marginal standing as a professional field, with a flimsy academic base, it has now attained a capability to accommodate advanced models in research and in the preparation of school administrators. The imprints of the American influence can be seen in much of this developmental progress. The American influence is seen in the influential Israelis who have advanced degrees from American universities. The University of Haifa is particularly strong in educational administration. Only at the University of Haifa is there a clearly visible commitment to, and a substantial institutional support for, educational administration. The university offers the only masters program in educational administration in Israel and houses the Center for Educational Administration, a research center. (Author/IRT)

ED 127 688 EA 008 603

Delaney, Edward L., Jr.

The Deanship in Schools of Education: Report of a Research Development Seminar.

University Council for Educational Administration, Columbus, Ohio.

Pub Date May 76

Note—4p.; Reprint from UCEA Review; v17 n3 May 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrator Characteristics, Administrator Education, *College Deans, *Higher Education, *Models, Professional Training, *Research Methodology, *Research Problems, Seminars

A three-day research development seminar planning a comprehensive research program on the deanship in educational administration featured papers and responses to the papers delineating the domains of inquiry. The topics of the papers and responses summarized (1) suggest a framework for analyzing the growth and development of a field of study—higher education administration; (2) provide baseline data on characteristics of deans of schools and colleges of education; (3) reveal demographic data from 1,377 schools, colleges, and departments of education; (4) attempt to clarify the place of theory in research; (5) advocate studies of comprehensive case analyses; (6) view schools of education as organizations within environments; (7) stress the functional diversity of the deanship; and (8) seek to identify optimal organizational strategies for the study. (Author/MLF)

ED 127 689 EA 008 605

Willower, Donald J.

Theory in Educational Administration.

University Council for Educational Administration, Columbus, Ohio.

Pub Date Jul 75

Note—10p.; Reprint from UCEA Review; v16 n5 Jul 1975

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Administration, Educational Research, *Educational Theories, *Literature Reviews, *Models, *Organization, *Research Methodology, Theories

This brief essay on theory in educational administration examines the state of the art in general terms. No effort is made to provide a comprehensive or substantive review of theories or the research associated with them, although some attention is given to those topics. The essay's major concerns are with the particulars of theory development and use in educational administration, the problems of theory development in educational administration, and some strategies of theory development. (Author/IRT)

ED 127 690 EA 008 606

Gleadow, Norman

The Semester System in Vancouver Schools and Its Effects on Curriculum. Research Report 75-01.

Vancouver Board of School Trustees (British Columbia). Education Services Group.

Pub Date Jan 75

Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Administrator Attitudes, Educational Change, Occupational Surveys, Principals, Questionnaires, *School Calendars, *School Surveys, *Secondary Education, *Semester Division

Identifiers—*British Columbia (Vancouver)

This paper summarizes responses to a survey that examined the attitudes of secondary school officials in Vancouver, British Columbia, toward dividing the secondary school year into two separate semesters. Survey data were gathered from questionnaires completed by all secondary school principals in Vancouver, as well as from written comments submitted by six school board coordinators and three assistant superintendents. At the time of the survey, 12 of Vancouver's 18 secondary schools used semestering in at least some courses. The five main concerns expressed by survey respondents were (1) that semestering provide sufficient flexibility for students' course selections, (2) that there be continuity of instruction within a semester, (3) that courses be modified to fit into a five-month semester, (4) that there be continuity of instruction between semesters, and (5) that attention be paid to the increased pressure of semestering on administrators, counselors, and teachers. A sample copy of the survey questionnaire is included in the appendix. (Author/JG)

ED 127 691 EA 008 607

Supreme Court of the United States Syllabus: Hortonville Joint School District No. 1 et al. v. Hortonville Education Assn. et al. Certiorari to the Supreme Court of Wisconsin. No. 74-1606. Argued February 23-24, 1976—Decided June 17, 1976.

Supreme Court of the U. S., Washington, D.C.

Pub Date 17 Jun 76

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Board of Education Role, Collective Bargaining, Constitutional Law, *Due

Process, Elementary Secondary Education, *School Law, *Supreme Court Litigation, *Teacher Dismissal, *Teacher Strikes
 Identifiers—*Hortonville School Dist v Hortonville Educ Assn

This publication presents the full text of the U.S. Supreme Court's decision in Hortonville Joint School District No. 1 et al. v. Hortonville Education Association et al., as written by Chief Justice Burger. Also included is the text of the dissenting opinion written by Justice Stewart, as well as a brief syllabus that summarizes the major issues in the case and outlines the main points of the Court's ruling. In its decision, the Court reversed the decision of the Wisconsin Supreme Court and held that the due process clause of the 14th Amendment did not guarantee the striking Hortonville teachers that the decision to terminate their employment would be made or reviewed by any body other than the district's school board. (JG)

ED 127 692 EA 008 608
Supreme Court of the United States Syllabus: McDonald et al. v. Santa Fe Trail Transportation Co. et al. Certiorari to the United States Court of Appeals for the Fifth Circuit. No. 75-260. Argued April 20, 1976—Decided June 25, 1976.
 Supreme Court of the U. S., Washington, D.C.
 Pub Date 25 Jun 76
 Note—25p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
 Descriptors—*Civil Rights, Employer Employee Relationship, *Employment Practices, Equal Opportunities (Jobs), Industrial Relations, *Racial Discrimination, *Supreme Court Litigation
 Identifiers—*Civil Rights Act 1964 Title VII

This publication presents the full text of the U.S. Supreme Court's decision in McDonald et al. v. Santa Fe Trail Transportation Co. et al., as written by Justice Marshall. Also included is a brief separate statement written by Justice Stewart, as well as a syllabus that summarizes the major issues in the case and outlines the main points of the Court's ruling. In its decision, the Court reversed the decision of the Court of Appeals and held that while an employer may decide to dismiss employees for participating in a theft of cargo, this criterion must be applied alike to members of all races. In this regard, Title VII of the Civil Rights Act of 1964 prohibits racial discrimination against white persons upon the same standards as racial discrimination against nonwhites. (JG)

ED 127 693 EA 008 609
Supreme Court of the United States Syllabus: Runyon et al. v. McCrary et al. Certiorari to the United States Court of Appeals for the Fourth Circuit. No. 75-62. Argued April 26, 1976—Decided June 25, 1976.
 Supreme Court of the U. S., Washington, D.C.
 Pub Date 25 Jun 76
 Note—60p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
 Descriptors—Admission Criteria, Civil Rights, Constitutional Law, Elementary Secondary Education, Post Secondary Education, *Private Schools, *Racial Discrimination, *School Law, *School Segregation, *Supreme Court Litigation
 Identifiers—*U S C Section 1981

This publication presents the full text of the U.S. Supreme Court's decision in Runyon et al. v. McCrary et al., as written by Justice Stewart. Also included are separate concurring opinions written by Justice Powell and Justice Stevens and a dissenting opinion written by Justice White, as well as a syllabus that summarizes the major issues in the case and outlines the main points of the Court's ruling. In its decision, the Court affirmed the decision of the Court of Appeals and held that U.S.C. section 1981 prohibits private, commercially operated, nonsectarian schools from denying admission to prospective students because they are Negroes. While it may be assumed that under the First Amendment, parents have a right to send their children to schools that promote the belief that racial segregation is desirable, it does not follow that the practice of excluding racial minorities from such schools is also protected. (JG)

ED 127 694 EA 008 610
Cox, Millicent
Taxpayer Impacts of State-Wide Taxation for School Districts in California. The Rand Paper Series.

Rand Corp., Santa Monica, Calif.
 Spons Agency—Ford Foundation, New York, N.Y.

Report No.—P-5674
 Pub Date Jun 76
 Note—29p.

Available from—Publications Department, The Rand Corporation, 1700 Main Street, Santa Monica, California 90406 (\$1.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
 Descriptors—Comparative Analysis, Court Litigation, *Educational Finance, Elementary Secondary Education, Expenditure Per Student, Family Income, *Finance Reform, Property Taxes, School District Spending, *School Taxes, Simulation, State Aid, *State School District Relationship, *Tax Allocation, Tax Effort

Identifiers—California

California is under court order (Serrano v. Priest) to revise the system of financing public elementary and secondary education. Initial analysis had predicted that a shift to statewide taxation would result in greater educational resources at a lower tax cost for lower income families and fewer resources at a higher tax cost for wealthier families. However, this analysis overlooked the role of nonresidential property values in the tax base. This paper presents simulation results for California school districts of three alternatives: statewide property taxation, district power equalizing property taxation, and statewide income taxation for education. The results show that any alternative for taxation has the result of most families being "better off." Property tax proposals shift the costs of education to industrial and commercial land uses, and the income tax alternative shifts the costs among families. (Author)

ED 127 695 EA 008 611
State Government Finances in 1975. Government Finances/GF75 No. 3.

Bureau of the Census (DOC), Suitland, Md.
 Pub Date Aug 76
 Note—69p; Not available in hard copy due to small print size

Available from—Subscribers Services Section (Publications), Bureau of the Census, Washington, D.C. 20233 (\$1.40)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Comparative Statistics, *Expenditures, *Financial Support, State Federal Support, *State Government, *Tables (Data)

The comprehensive data on state general expenditure that are presented in this report include not only current operation spending but also any applicable amounts for assistance and subsidies, capital outlay, and intergovernmental expenditure. The report also provides distributions of state expenditure in terms of the kinds of spending involved. Tables contain summary aggregates of income and outgo in fiscal 1975 for individual states, as well as per capita figures, statistics on percent change in selected data items, and data on the relation of selected financial items to personal income, by states. (Author/MLF)

ED 127 696 EA 008 612
County Government Finances in 1974-75. Government Finances/GF75 No. 8.

Bureau of the Census (DOC), Suitland, Md.
 Pub Date Sep 76
 Note—78p; Not available in hard copy due to small print size

Available from—Subscribers Services Section (Publications), Bureau of the Census, Washington, D.C. 20233 (\$1.75)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Comparative Statistics, *Expenditures, *Financial Support, *Local Government, Revenue Sharing, Tables (Data)

Identifiers—*County Government
 Revenue sources and expenditures of county governments itemized in this report include national totals on county finances, county financial amounts, and percent distribution. Other subjects covered include expenditure by character and object, indebtedness and debt transactions, cash and security holdings, county utilities and liquor stores, employee retirement systems, financial data by size groups, and individual county data (including per capita amounts) for 333 counties of 100,000 inhabitants or more. (Author/MLF)

ED 127 697 EA 008 613
Hinkle, Dennis E. Washenberger, Diane D.
The Role of the Public School Supervisor in the Dissemination of Educational Research.
 Pub Date 22 Apr 76

Note—14p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Educational Research, Elementary Secondary Education, *Information Dissemination, *Research Utilization, *Supervisors, Teachers

This discussion deals with a new role for the public school instructional supervisor. This new role has generally been referred to as that of a disseminator of research results. In actuality, it would go beyond the role of an informal/formal disseminator. The requirements for skills in research/evaluation methodology are apparent, as is the ability to develop and direct formal in-service training programs and to prepare appropriate dissemination documents that would present research findings in an easy-to-read and concise format. With these new responsibilities, the instructional supervisor would indeed assume the role of an instructional leader in the school division. Another important result of assuming these new roles would be the bridging of the gap between the educational researchers and the practitioners. Bridging this gap is the key to a more effective relationship between the educational researcher and the practitioner and is considered a most necessary step in attempting to achieve the real goal of education—the best possible educational experience for today's youth. (Author)

ED 127 698 EA 008 615
Crandall, David P. Harris, Richard C.

Fostering Change from Without: A Practical Perspective. Getting Innovative Practices Into Schools: Related Research Findings.

Network of Innovative Schools, Merrimac, Mass.
 Pub Date Oct 73
 Note—25p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
 Descriptors—Change Agents, *Change Strategies, Consultants, Diffusion, *Educational Change, *Educational Innovation, Educational Research, Information Dissemination, *Models, Needs Assessment, *Organizational Development, Organizational Theories, Problem Solving, Staff Improvement, Teacher Participation

Attempts to answer the question "What does research say about getting innovations into schools?" are based on the experiences of a non-profit organization that has been engaged in staff development efforts to bring about change in schools. The paper presents a general description of the organization's operation; its relationship to other change efforts; and a description of a developmental model of organizational renewal, evolved from an analysis of projects in the past three years. Highlights of an actual case are presented to illustrate the progress of a typical group within a typical school staff. (Author/MLF)

ED 127 699 EA 008 616
Zeigler, L. Harmon And Others

The Responsiveness of Public Schools to Their Clientele. Milestone 1: Report of Progress.

Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.
 Pub Date 1 Jun 73
 Note—158p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.
 Descriptors—Board Administrator Relationship, Citizen Participation, Community Involvement, Decentralization, Decision Making, Educational Alternatives, *Educational Policy, Educational Quality, *Governance, Leadership Styles, *Literature Reviews, *Models, Open Enrollment, Research Projects, *Response Mode, *School Community Relationship, School Organization, School Superintendents

An analysis of the literature dealing with the responsiveness of public institutions to their clientele constitutes the main body of this interim project report. The analysts adopted Dahl and Lindblom's classification of political decision-making processes for summarizing the range of governing

systems possible in public education. These four governing systems are (1) hierarchy (control by professionals), (2) bargaining (control by competing elites), (3) polyarchy (control by nonelites), and (4) price (control by consumers). Attention is given to the particular decision-making arrangements employed in each model and to the conditions that have made these arrangements successful or unsuccessful in producing decisions responsive to the interests of the public being served. A preliminary research design is proposed to identify those conditions that would (1) make public school teachers and administrators more responsive to elected school officials and (2) make school boards more responsive to the interests of the public. A summary program budget and an extensive bibliography are also included. (Author/MLF)

ED 127 700 EA 008 618

Wright, Darrell
School-Community Conflict: Discipline.

Pub Date 1 Jun 75
Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Clergymen, Community Characteristics, *Conflict, Court Litigation, *Discipline, Due Process, Norms, Political Power, Punishment, Rural Education, *School Community Relationship, *School Policy, Sex Education, Student Behavior, Student Rights, *Values, Voluntary Agencies

Adoption by the local school board of a new student discipline and conduct code required by the state department of education generated conflict in a rural community around the values inherent in the discipline of young people. Discipline was narrowly defined by community members in terms of establishment of order, adult control, and student acquiescence. The issue was the extent to which youth should and could be punished by local school officials. Background information is supplied on the community and on the local ministerial association that focused the opposition to the adoption of the code. Past occurrences are analyzed and possible social and political impacts resulting from the lack of conflict resolution are examined in terms of current community conflict theory. (Author/MLF)

ED 127 701 EA 008 619

Welf, W. C., Jr.

The Massachusetts Diffusion Assistance Project Response Survey.

Pub Date 75
Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrator Attitudes, *Educational Change, Elementary Secondary Education, *Occupational Surveys, *Organizational Change, School Surveys, Tables (Data)
Identifiers—*Massachusetts Diffusion Assistance Project

This survey was intended to determine the relationship between educators' previous involvement with institutional change and their interest in the Massachusetts Diffusion Assistance Project (MDAP). Materials describing MDAP were mailed to 159 school administrators who had indicated an initial interest in MDAP. Respondents were divided into four categories based on their response to the materials, ranging from group A, individuals who chose to discontinue contact with MDAP, to group D, individuals who indicated the greatest interest in MDAP. Phone interviews were conducted with a random sample of individuals from each group and the resulting data were analyzed to determine similarities and differences between the early dropout group and the three more tenacious groups. It was hypothesized that individuals with limited previous experience with institutional change would be less responsive to MDAP than individuals with extensive previous involvement. However, individuals across all four groups reported extensive previous involvement, and members of group A differed little from members of group D in this respect. (Author/JG)

ED 127 702 EA 008 620

Bhola, H. S.

Configurations of Change: The Framework for a Research Review.

Pub Date 75
Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavioral Sciences, Change Agents, *Change Strategies, *Diffusion, Educa-

tional Change, *Innovation, Models, *Research, Social Sciences, *Technology

In the last decade, interest in innovation diffusion and change strategies has grown, along with interest in the relationship between research and technology. In this paper, the author proposes to use his Configurational Theory of Innovation Diffusion (the CLER model) to organize a comprehensive review of theory, research, and technology. The CLER model offers a taxonomy of change configurations that divides change into four categories: individual, group, institutional, and cultural. All areas of social and behavioral sciences are to be utilized in this review, which will focus on the processes of educational change. (Author/DS)

ED 127 703 EA 008 621

Creighton, J. W. And Others

Enhancement of Research and Development Output Utilization Efficiencies; Linker Concept Methodology in the Technology Transfer Process.

Naval Postgraduate School, Monterey, Calif.

Report No.—NPS-55CF72061A

Pub Date 30 Jun 72

Note—169p.; For related documents, see EA 008 622-624

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Bibliographies, *Conceptual Schemes, *Diffusion, Information Dissemination, *Literature Reviews, Models, *Questionnaires, *Research Utilization, Tables (Data)
Identifiers—*Linkers

This study investigated the hypothesis that there is a relationship between the output efficiency of research and development and the behavioral characteristics of individuals in the user organization. Through a review of the literature, a number of concepts and models that tend to support the hypothesis are discussed. The authors then present a definition of "linkers" and describe the methodology they developed to identify such individuals through use of a Professional Preference Census (PPC) questionnaire. Findings obtained by using the PPC in a census situation are presented, and the results of tests designed to check the instrument's validity are also reported. The appendix contains sample copies of the PPC questionnaire and of a Linker/Stabilizer Validity Census interview form, as well as detailed statistical analyses of the responses to both instruments. An extensive bibliography of relevant publications is also included. (Author/JG)

ED 127 704 EA 008 622

Jolly, James A.

The Technology Transfer Process: Concepts, Framework and Methodology.

Naval Postgraduate School, Monterey, Calif.

Report No.—NPS-55J75033

Pub Date Nov 74

Note—26p.; For related documents, see EA008621-624

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Bibliographies, Conceptual Schemes, *Diffusion, Information Dissemination, *Information Theory, Innovation, *Models, *Research Utilization
Identifiers—*Linker Index

This paper discusses the conceptual framework and methodology of the technology transfer process and develops a model of the transfer mechanism. This model is then transformed into a predictive model of technology transfer incorporating nine factors that contribute to the movement of knowledge from source to user. Each of these factors is examined in turn. Based on the predictive model, the author constructs an equation for calculating the "linker index," which represents the effectiveness of an organization's ability to achieve technology transfer. The predictive model is then divided into two parts to reflect the relative importance of the formal and informal communications components of the transfer mechanism. (JG)

ED 127 705 EA 008 623

Jolly, James A. Creighton, J. W.

Technology Transfer and Utilization Methodology; Further Analysis of the Linker Concept.

Naval Postgraduate School, Monterey, Calif.

Spons Agency—Naval Facilities Engineering Command, Alexandria, Va.

Report No.—NPS-55J74061

Pub Date 30 Jun 74

Note—56p.; For related documents, see EA008621-624; Graphs on pp9-10 may not reproduce clearly

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Conceptual Schemes, *Diffusion, Information Dissemination, *Literature Reviews, *Models, *Questionnaires, *Research Utilization, Tables (Data)

Identifiers—*Linkers

This study is based on a comparison of data from two independent studies of technology utilization and dissemination methodology that sought to identify the behavior characteristics of "linkers" and "stabilizers" and their relative existence within different groups of technical personnel. Hypothesis for this study is that the distribution of the linker-stabilizer behavior characteristic has a general base in terms of technically trained personnel and is not unique to a select population. Comparison of responses to a survey questionnaire administered to a sample of 1,128 naval civil engineering officers and a similar questionnaire administered to a sample of 1,598 federal government civil engineers indicates that commonality of technical training is a more dominant factor than the decision to be a naval officer or a government employee. The appendix contains copies of both survey questionnaires, as well as a series of histograms and tables comparing questionnaire responses for each of the populations studied. (JG)

ED 127 706 EA 008 624

Jolly, James A. Creighton, J. W.

Technology Transfer and Utilization: A Longitudinal Study Using Benefit Analysis to Measure the Results from an R&D Laboratory.

Naval Postgraduate School, Monterey, Calif.

Report No.—NPS-55J750303

Pub Date Mar 75

Note—36p.; For related documents, see EA008621-623

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Cost Effectiveness, *Diffusion, *Experimental Programs, Information Dissemination, Innovation, *Models, Organizational Communication, Program Descriptions, *Program Evaluation, *Research Utilization, Tables (Data)

Identifiers—*Benefit Evaluation Decision Model

This paper describes and evaluates the effectiveness of a program designed to improve technology transfer and utilization that was implemented in 1971 by the Naval Facilities Engineering Command. The authors first describe the organization of the technology transfer program and then attempt to evaluate its effectiveness over the three-year period 1972-74. In order to improve the accuracy of cost/benefit comparisons, a "benefit evaluation decision model" was developed. The authors discuss the design and use of this model and then apply it to the analysis of data for fiscal year 1974. This analysis of the technology transfer and utilization program shows that it produced \$2.72 in benefits for each dollar spent. (Author/JG)

ED 127 707 EA 008 625

Communications Public Relations. A Handbook on School-Community Relations. Revised.

New York State School Boards Association, Albany.

Pub Date 73

Note—82p.

Available from—New York State School Board Association, Inc., 111 Washington Avenue, Albany, New York 12210 (\$3.00)

Document Not Available from EDRS.

Descriptors—Advisory Committees, Boards of Education, Bond Issues, Collective Negotiation, *Communication Skills, *Conflict Resolution, Media Selection, Meetings, Negotiation Impasses, News Media, Press Opinion, Program Development, *Public Opinion, *Public Relations, *School Community Relationship, Teacher Administrator Relationship, Teacher Participation

The purpose of this handbook is to set forth, for the day-to-day use of school board members, some of the proven methods of attaining and holding public interest and support of the schools. Guidelines are offered, adaptable to local situations, on measuring public opinion, press relations, the public relations team, advisory committees, handling criticism and complaints, and making community relations work. A completely new section has been added on the problems of

communicating with segments of the public in the tense atmosphere that often surrounds a crisis. Special emphasis on "crisis communications" relates to the need for school district information to be given out at critical points in contract negotiations, such as at the declaration of an impasse or at the outbreak of a strike. (Author/MLF)

ED 127 708 EA 008 626

Howes, Kimball L.

Large Schools: Can They Be Humanized Through Student Staff Relationships?

Pub Date 6 Feb 73

Note—8p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (57th, Dallas, Texas, February, 1973)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Secondary Education, *Humanization, *Parent Participation, *Principals, Public Schools, *School Community Relationship, School Size, *Student Participation, *Teacher Administrator Relationship, Teacher Participation

The speaker presents his philosophy for operating a school and some suggestions for working with teachers, students, and parents to create a humanized school. Among the suggestions are holding block coffees with parents, having monthly "truth sessions" with the P.T.A. board, inviting parents to visit the school at any time, publicizing teacher achievements, involving faculty committees in studying the teacher evaluation process, using student feedback committees, and encouraging peer tutoring. (Author/IRT)

ED 127 709 EA 008 627

Concerning the Confidentiality of Pupil School Records. A Legal Memorandum.

National Association of Secondary School Principals, Reston, Va.

Pub Date Sep 76

Note—9p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 (\$0.50, payment must accompany orders of \$10.00 or less)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Policy, *Administrator Guides, *Confidential Records, Educational Legislation, Elementary Secondary Education, *Federal Legislation, Higher Education, Legal Responsibility, Principals, Records (Forms), *School Law, *Student Records, Student Rights

Identifiers—*Family Educational Rights and Privacy Act 1974

This memorandum discusses the major legal issues related to the confidentiality of students' school records, stressing in particular the requirements of the Family Educational Rights and Privacy Act. Major provisions of the act are summarized, and guidelines are offered to aid school officials in complying with the act's requirements. Separate sections of the memorandum focus in turn on the background of the act, access to student records by parents and pupils, release of student records to persons other than pupils and their parents, publication of a student records policy, and principals' liabilities for improper administration of student records. A sample consent form authorizing the release of student records is also included. (JG)

ED 127 710 EA 008 628

Gilleen, John A.

Strategies for Coping with Boycotts, Violence and Sit-Ins.

Pub Date 24 Feb 71

Note—9p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Discipline, Discipline Policy, Elementary Secondary Education, *News Media, *Police School Relationship, *Public Relations, *School Community Relationship, Violence

The speaker raises questions surrounding the existence of school district crisis policies, relations with law enforcement agencies, relations with the news media, the designation of an official spokesman for the schools, the releasing of information, and the posting of regulations concerning such things as closing hours and fire department regulations where demonstrators can see them. (IRT)

ED 127 711

The School Personnel Management System. Manual 1—Tools. Manual 2—Models. Manual 3—Results.

National School Boards Association, Evanston, Ill.

Pub Date 76

Note—562p.

Available from—National School Boards Association, 1055 Thomas Jefferson Street, N.W., Washington, D.C. 20007 (\$150.00; \$120.00 to direct affiliates)

Document Not Available from EDRS.

Descriptors—*Administrator Guides, Educational Administration, Elementary Secondary Education, *Management Systems, Manuals, *Models, *Occupational Information, *Personnel Management, Personnel Policy, Program Development, School Personnel, Systems Approach

Identifiers—*School Personnel Management System

The School Personnel Management System offers a correlated set of job descriptions, evaluative instruments, policies, tools, forms, and publications intended to aid local school officials in enhancing their personnel management programs. The materials are contained in two looseleaf binders entitled "Manual 1—Tools," and "Manual 2—Models." A third binder entitled "Manual 3—Results" is provided for use by local school administrators in filing locally developed job descriptions and other personnel management documents actually used by their school district. The intent of the materials is not to prescribe a "national system" of personnel management, but rather to provide guides and work papers to be adapted as appropriate to meet local district needs. Manual 1 contains the superintendent's file copies of various booklets, instruments, forms, and sample policies that are meant to be used as guides for improving school district personnel programs. Manual 2 is a supplement that contains 215 sample job descriptions and suggests ways to use the file. Manual 3 is an empty binder that is meant to contain the local district's set of job descriptions and other personnel management documents as they are developed. (Author/JG)

ED 127 712

EA 008 630

Ray, Rossi J. And Others

The Development of Two Alternative Education Programs.

Pub Date Apr 76

Note—44p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Alternative Schools, Case Studies (Education), Educational Alternatives, Educational Objectives, Elementary Secondary Education, Organizational Effectiveness, *Program Development, *Program Evaluation, Theories

Identifiers—Deal (Terrence), *Michigan (Lansing)

Using Terrence Deal's four developmental stages of alternative schools, the authors analyze the development of two Lansing, Michigan, alternative schools (the Capitol Alternative Education Program and the Re-Entry Program). Deal's four stages are the euphoric stage, the psychic upheaval stage, the dissatisfaction stage, and resolution (either dissolution or a return to traditionalism). This case study found that the two Lansing programs developed generally according to Deal's outline, but over a longer period of time than the alternative programs Deal had studied. Both programs are still in operation and have utilized ongoing evaluation to ascertain whether or not they are achieving their educational objectives, which are listed in this paper. (DS)

ED 127 713

88

EA 008 631

Joint Public-Parochial Planning Councils. Final Report 1975-1976. Report No. 7702.

Philadelphia School District, Pa. Office of Research and Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jun 76

Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Cooperative Programs, Elementary Secondary Education, Experimental Programs, *Interscholar Communication, *Parochial Schools, Program Descriptions, *Program Evaluation, *Public Schools, Questionnaires, *School Surveys

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Joint Public Parochial Planning Councils Project, Pennsylvania (Philadelphia)

This report briefly describes Philadelphia's Joint Public Parochial Planning Councils (JPC) project and presents an evaluation of the project's impact during the 1975-76 school year. The JPC project is intended to provide sustained interaction between the Philadelphia School District and the Archdiocese of Philadelphia. During 1975-76, 102 joint programs involving 354 teachers and 5,284 students from 66 public and 60 parochial schools were in operation. Data for the evaluation were gathered through onsite observation of joint programs, as well as separate questionnaires completed by a sample of principals, teachers, and students. Evaluators found that most JPC participants were satisfied with their program activities and credited the project with improving communications between public and parochial schools. Although the survey showed no significant change in student attitudes, teachers and students reported that intersystem social relationships were established and progressed throughout the year. Sample copies of the observational report form and the survey questionnaires are included in the appendix. (Author/JG)

ED 127 714

EA 008 632

School Facility Planning System. User's Handbook: Computer Version.

Saint Louis Research Consortium, Mo.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date [76]

Grant—APR74-14195

Note—217p.; For related documents, see EA008633-634; Not available in hard copy due to color of some pages

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Bibliographies, *Computer Science, Educational Finance, Elementary Secondary Education, Enrollment Projections, Facility Guidelines, *Facility Planning, Facility Requirements, Futures (of Society), *Methods, Models, Needs Assessment, Records (Forms), School Closing, *School Planning, Space Utilization, *Systems Approach

Identifiers—*School Facility Planning System, SFPS

A set of techniques is presented to assist administrators in forecasting the need for primary and secondary school facilities and in critically evaluating proposals to satisfy that need. Four basic components allow the analysis required to project future conditions and test alternative proposals. (1) The enrollment component forecasts the number and geographic location of students by grade for each year over a long-range planning period. (2) The facility component translates projected students into the number of teaching stations and/or square feet necessary to house them. (3) The fiscal component forecasts bonding capacity, tax revenue from different levels of government, and expected operating and capital costs. (4) The geographic component assists the user in considering locational questions, how best to draw attendance boundaries, and where to build or close a facility. Two additional chapters present considerations for (1) organizing a major planning project and (2) selecting alternative plans, assembling data, and periodically rerunning the system. Techniques described in this first of three documents are designed for districts with easy access to a computer. (Author/MLF)

ED 127 715

EA 008 633

School Facility Planning System. User's Handbook: Manual Version.

Saint Louis Research Consortium, Mo.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date [76]

Grant—APR74-14195

Note—220p.; For related documents, see EA008632-634; Not available in hard copy due to color of some pages

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Bibliographies, Educational Finance, Elementary Secondary Education, Enrollment Projections, *Facility Guidelines, *Facility Planning, Facility Requirements, Futures (of Society), *Methods, Models, Needs Assessment, Records (Forms), School Closing, *School Planning, Space Utilization, *Systems Approach

Identifiers—*School Facility Planning System, SFPS

A set of techniques is presented to assist administrators in forecasting the need for primary and secondary school facilities and in critically evaluating proposals to satisfy that need. The four basic components—enrollment, facility, fiscal, and geographic—presented in EA008632 are adapted for school districts without access to a computer and require only a desk calculator. Forms for manual calculation of the components are included. Two additional chapters present considerations for (1) organizing a major planning project and (2) selecting alternative plans, assembling data, and periodically rerunning the system. The same glossary and bibliography accompany each of the three documents in the set. (Author/MLF)

ED 127 716 EA 008 634

School Facility Planning System. Final Report.
Saint Louis Research Consortium, Mo.
Spons Agency—National Science Foundation,
Washington, D.C.

Pub Date [76]

Grant—APR74-14195

Note—110p.; For related documents, see EA008632-633; Not available in hard copy due to color of some pages

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Bibliographies, Computer Science, Educational Finance, Elementary Secondary Education, Enrollment Projections, Facility Guidelines, *Facility Planning, Facility Requirements, Futures (of Society), *Methods, Models, Needs Assessment, *Program Evaluation, Questionnaires, School Closing, *School Planning, Space Utilization, *Systems Approach

Identifiers—*School Facility Planning System, SFPS

A computer-based version and a manual version of a set of techniques (EA008632-633) developed to assist in forecasting the need for primary and secondary school facilities and in critically evaluating proposals to satisfy that need are evaluated in this report. The report is organized into eight chapters. Chapter 1 summarizes the project organization, staffing, methodology, and final products. Chapter 2 reviews the general level of school facility planning in the United States, based on a survey of literature, school district interviews, and local and state questionnaires. Chapters 3 through 6 examine the four basic components of the system. Each chapter describes the techniques that have been developed during the project in light of the particular planning problem, and other relevant research activity. Chapter 7 summarizes different procedures for using the system, with emphasis on techniques for recognizing and appreciating "uncertainty." The final chapter summarizes initial responses to the system based on a preliminary evaluation by various school administrators. (Author/MLF)

ED 127 717 EA 008 635

Larson, Robert

The Case for Competency Based Instruction in the Preparation and Renewal of Educational Administrators.

Pub Date Aug 76

Note—20p.; Paper presented at the National Conference of Professors of Educational Administration (Knoxville, Tennessee, August, 1976); Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Administrator Education, *Administrator Qualifications, *Educational Administration, Graduate Study, Humanistic Education, Inservice Education, Learning Processes, Needs Assessment, *Performance Based Education, Personal Growth, *Program Development, Teaching Methods

Competency based instruction (CBI) can be used either for preservice or inservice purposes. The impact of CBI on students is to (1) enable them to systematically determine their personal learning needs; (2) increase responsibility for their own learning and enhance autonomy and sense of personal direction; (3) provide feedback; and (4) assure a better match between student capabilities and the needs of a current or potential job. CBI programs should be developed by a cross-sectional approach to specify valid competencies, and the program should assume responsibility for providing experiences through which students can gain specified competencies. Professors in CBI programs need to develop a repertoire of approaches to teaching and learning and see themselves as instruments for learning. (MLF)

ED 127 718

Banach, William J.

Dodging the Dirty Dozen.

Pub Date Apr 75

Note—7p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Finance, Elementary Secondary Education, *Guidelines, Political Issues, *Politics, *Public Relations, *School Budget Elections, School Community Relationship

This paper lists 12 common errors by school officials that can contribute to the failure of school finance elections and briefly discusses each of the errors in turn. These campaign errors include (1) disagreement by school board members over whether or not to hold a financial election, (2) failure to analyze community attitudes before launching a financial campaign, (3) overemphasis on trying to convert "no" voters, (4) lack of systematic campaign planning, (5) surrendering control of the campaign to volunteer citizen's groups, (6) lack of year-round communication with school district residents, (7) use of obscure jargon in explaining the school district's financial needs, (8) bad timing of campaign appeals, (9) lack of two-way communication with school district residents, (10) absence of an overall campaign manager, (11) lack of systematic feedback on citizens' attitudes, and (12) lack of legal advice in drafting ballot measures. (JG)

ED 127 719

The Funding of Education in Vermont. A Working Report.

League of Women Voters of Vermont, Montpelier.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Jan 76

Note—51p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Educational Finance, Elementary Secondary Education, Equalization Aid, Federal Aid, *Finance Reform, Graphs, School District Spending, *State Aid, State School District Relationship, *Tax Allocation, *Tax Effort Identifiers—*Vermont

This report is intended to provide a brief overview of public school finance in Vermont as of 1975. Because it is aimed at a wide audience including legislators, school board members, and taxpayers, the booklet is written in generally non-technical language and each section is designed so that it may be read independently. Separate sections of the booklet discuss important court cases involving school finance, Vermont's legal responsibility to provide public education, the organization of school districts in Vermont, state and local provisions for education, state and local mechanisms for funding education, possible alternatives within Vermont's present school finance system, school finance alternatives that would change present methods of revenue raising, and school finance alternatives that would change present methods of revenue distribution. The appendix briefly compares federal funds provided to Vermont and New Hampshire under the Elementary and Secondary Education Act and presents several graphs that summarize school finance data on local and state revenues and expenditures for Vermont. (JG)

ED 127 720

Neill, Shirley Boes

Suspensions and Expulsions: Current Trends in School Policies and Programs.

EA 008 636

EA 008 637

EA 008 638

National School Public Relations Association, Arlington, Va.

Pub Date 76

Note—65p.

Available from—National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia (Stock No. 411-13327, \$6.75, or orders under \$8.00 must be accompanied by payment; All orders over \$8.00 must be accompanied by payment unless submitted on an authorized purchase order from a school district, organization, or institution)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Attendance, Civil Rights, Counseling Programs, *Discipline Policy, Due Process, Educational Alternatives, Educational Policy, Elementary Secondary Education, *Expulsion, *National Surveys, Professional Associations, School Districts, State Departments of Education, Student Rights, Supreme Court Litigation, *Suspension

Identifiers—*Inschool Suspension

Two 1975 Supreme Court decisions (Goss v. Lopez and Wood v. Strickland) have caused educators to reevaluate discipline policy in light of due process for students. Increased attention to student rights and concern for civil liberties have contributed to closer examination of suspension and expulsion in particular. School districts and state education agencies all over the country are revamping discipline policies to provide for more alternatives to these two disciplinary measures. Good inschool suspension programs offer educational alternatives, not merely other forms of discipline. Alternative inschool suspension programs are frequently housed in separate buildings with a complete education program tailored to the individual needs of the students. This paper surveys national trends in alternatives to suspension and expulsion, as well as state and district policy changes. The positions of some professional associations (such as the National Education Association and the National Association of Secondary School Principals) toward these two controversial disciplinary measures are also presented. (DS)

ED 127 721

Creswell, John W. Self, Burl E.

Computer Cartography—A New Tool for Institutional Planning.

Pub Date May 76

Note—21p.; Paper presented at the Annual Forum of the Association for Institutional Research (16th, Los Angeles, California, May 3-6, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Computer Oriented Programs, *Demography, Educational Administration, *Educational Planning, Educational Technology, Elementary Secondary Education, Geographic Distribution, *Maps, Post Secondary Education, *Program Descriptions

Identifiers—SYMAP, *Synagraphic Mapping System

This paper discusses the Synagraphic Mapping System (SYMAP), a computerized cartographic planning tool, and describes its use by a large metropolitan junior college. The authors offer a brief introductory description of SYMAP and then discuss three possible uses of the system, illustrating their discussion with sample SYMAP-generated map displays. At an elementary level of usage, SYMAP can depict the geographical origins of students attending a college. At a more advanced level, these geographic origin maps can be used to compare similarities and differences between a college's primary and secondary catchment areas. For complex analysis, SYMAP can generate maps based on census data, which can be used by educational planners in conjunction with geographic origin maps to determine the best location for future college facilities within the college's overall service area. (Author/JG)

ED 127 722

Guide to Resources for Equal Employment Opportunity and Affirmative Action.

Equal Employment Opportunity Commission, Washington, D.C.

Pub Date Mar 76

Note—61p.; For a related document, see EA008642

Available from—U.S. Equal Employment Opportunity Commission, 2401 E Street, N.W., Washington, D.C. 20506

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Affirmative Action, *Annotated Bibliographies, Catalogs, Directories, *Equal Opportunities (Jobs), *Government (Administrative Body), *Publications, Racial Discrimination, *Resource Materials, Sex Discrimination

This publication lists more than 200 publications and other resource materials that may be helpful for developing equal employment and affirmative action programs. Separate sections list and briefly describe publications on equal employment opportunity and affirmative action, data sources for utilization analysis and development of affirmative action goals, and films and audiovisual materials for equal employment opportunity and affirmative action training. Although a majority of the listed publications were produced by various state and federal agencies, many resource materials produced by private organizations are also included. The appendix lists the names and addresses of a variety of state and federal agencies concerned with equal employment opportunity and affirmative action programs. (JG)

ED 127 723 EA 008 642

A Directory of Resources for Affirmative Recruitment.

Equal Employment Opportunity Commission, Washington, D.C.

Pub Date Mar 75

Note—97p.; For a related document, see EA008641

Available from—EEOC-Affirmative Action, P.O. Box 1612, Springfield, Virginia 22151 (single copy free); Additional copies may be ordered from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 5215-00024, \$2.45 per set)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Affirmative Action, *Directories, *Employers, Employment Services, Equal Opportunities (Jobs), Government (Administrative Body), Organizations (Groups), Racial Discrimination, *Recruitment, *Referral, Sex Discrimination

In order to comply with federal law, all employers must take certain affirmative actions designed to remedy the effect of job discrimination, no matter how inadvertent or unintentional that discrimination might be. Employers, therefore, must actively recruit employees for all job levels from the ranks of minority groups and women. This directory is designed to assist in this recruitment process. It lists directories and professional rosters that can be helpful in identifying recruitment sources. And it contains the names and addresses of organizations that make specific types of referrals on a national, regional, or local basis. This directory is a supplement to "Affirmative Action and Equal Employment: A Guidebook for Employers," published by the Equal Employment Opportunity Commission. (Author/DS)

ED 127 724 EA 008 643

Marton, Ferenc

Study Skills and Learning.

Office of the Chancellor of the Swedish Universities, Stockholm. Dept. of Educational Research and Development.

Report No.—ISSN-0346-6175

Pub Date 76

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Practice, Educational Research, Higher Education, Learning, *Learning Processes, *Program Descriptions, *Research Projects, *Study Skills, *Undergraduate Students

This report describes a study that investigated the relationship between the learning process and teaching at the university level. Specifically, the study sought to answer three questions: (1) What is a fruitful way of observing and describing knowledge? (2) How can study skill be observed and described? and (3) How can study skill be influenced? Most of the data for the study were collected in experiments conducted with four different groups of students at the University of Goteborg over a period of three academic years. Based on an analysis of data from all the experiments, the author concludes that although it is easy to influence the orientation of a student's attention toward the superficial structure of a text, it is far more difficult to influence a student's cognitive attitude, that is, the way he or she defines a learning situation. (JG)

ED 127 725

Passow, A. Harry And Others

The National Case Study: An Empirical Comparative Study of Twenty-One Educational Systems. International Studies in Evaluation VII.

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).

Pub Date 76

Note—379p.; For a related document, see ED117125

Available from—Halsted Press, Division of John Wiley and Sons, Inc., 605 Third Avenue, New York, New York 10016 (\$19.75)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *Cross Cultural Studies, Educational Policy, Elementary Secondary Education, *National Surveys, *Sociocultural Patterns, Statistical Data, *Tables (Data)

This report is intended (1) to identify social, economic, and political factors that account significantly for differences between national systems of education to draw up national socioeconomic and educational profiles of 20 participating countries, and (2) to relate these characteristics to cognitive learning outcomes as measured by achievement tests in science and reading comprehension. Chapter 1 presents a work chronology and a general account of the problems of data acquisition and analysis encountered during the study. Chapter 2 presents a series of data profiles on each country's educational and social system. Chapter 3 presents social and educational data organized by variable, rather than by country. Chapter 4 reviews and summarizes the major findings of the study and discusses the study's implications for future research and for national policy and planning. The study focuses on the countries of Australia, Belgium, Chile, England and Wales, West Germany, Finland, France, Hungary, India, Iran, Ireland, Israel, Italy, Japan, the Netherlands, New Zealand, Scotland, Sweden, Thailand, and the United States. (Author/JG)

ED 127 726

Rubin, Larry

The Need for Statewide Minimum Competencies in a Thorough and Efficient Education System. A Report.

Greater Newark Urban Coalition, N.J.

Pub Date Jan 76

Note—41p.; Report of the New Jersey Education Reform Project.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrative Policy, Educational Legislation, Educational Objectives, *Educational Philosophy, *Educational Policy, Elementary Secondary Education, *Equal Education, *Performance Based Education, School Law, *State Legislation

Identifiers—*New Jersey

This paper attempts to explain the educational and legal implications of New Jersey's 1975 Public Education Act, which was designed to meet the New Jersey Supreme Court's mandate in the landmark case of Robinson v. Cahill. Because the state constitution requires establishment of a "thorough and efficient" educational system, the court ruled that each child must receive an adequate, as well as equal, education. The 1975 act considerably modified the state's educational system in response to that requirement. This paper summarizes the portion of the act that creates the foundation for operation of the state's educational system, as well as the Administrative Code designed by the State Board of Education to amplify that legislative foundation. Separate sections of the paper discuss the process-oriented philosophy of education that underlies the Administrative Code, the limitations of the process approach, the necessity for statewide minimum competencies as part of the process approach, and the role of the teaching profession in New Jersey's new educational system. (Author/JG)

ED 127 727

Gurwitz, Aaron S.

Toward Thorough and Efficient Capital Outlay. A Report.

Greater Newark Urban Coalition, N.J.

Pub Date [76]

Note—26p.; Report of the New Jersey Education Reform Project.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**EA 008 644**

Descriptors—*Capital Outlay (for Fixed Assets), *Educational Finance, Elementary Secondary Education, *Equal Education, *Finance Reform, Full State Funding, *State Aid, State School District Relationship

Identifiers—*New Jersey

This paper examines the current system of capital finance for education in New Jersey in light of existing disparities in educational facilities throughout the state and the need to equalize educational quality in response to the New Jersey Supreme Court's mandate in Robinson v. Cahill. Separate sections of the report describe and critique New Jersey's current system of capital finance for education, suggest some of the requirements for an optimal capital finance system, evaluate the relative merits of cost sharing and full state assumption of capital outlay costs with several alternative plans for capital finance reform, and offer specific recommendations for reforming New Jersey's system of capital finance for education. (Author/JG)

ED 127 728

Stephens, Charles E. And Others

School Profile.

Eugene School District 4J, Oreg. Div. of Research, Development, and Evaluation.

Pub Date Jan 76

Note—99p.; Not available in hard copy due to color of paper in original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Community Characteristics, Educational Facilities, Elementary Secondary Education, National Competency Tests, *School Demography, *School Statistics, Student Characteristics, *Teacher Characteristics, *Test Results

Identifiers—*Eugene Oregon School District, Oregon (Eugene)

This publication summarizes a variety of information on each of the 42 public schools in Eugene (Oregon) School District 4J, presented in the form of two-page statistical profiles of each individual school. Five basic categories of information are contained in each profile, including data on building characteristics, student information, staff information, community factors, and test scores on nationally standardized tests. These data were gathered from U.S. Census data and the Oregon Total Information System, as well as from records of the Eugene school district. Most of the data listed are for the 1975-76 school year, though figures on the cost of vandalism and standardized test scores are for 1974-75. (JG)

ED 127 729

Cresswell, Anthony M. Simpson, Daniel

Impacts of Collective Bargaining on School Governance: The Case in a Suburban School System.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Apr 76

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Board of Education Role, *Boards of Education, Case Studies, *Collective Bargaining, *Conflict, Elementary Secondary Education, *Governance, Industrial Relations, Political Influences, *School Districts, *School Superintendents, Teacher Administrator Relationship, Teachers

This paper reports on part of a longitudinal study of the interaction between labor relations and governance in one suburban school system. It focuses on the all-important relationship between the school board and the superintendent in an Illinois school district. When dissension between these two parties occurs, it is possible for teachers to bargain with both, playing one management faction against the other in contract negotiations. Thus arises a kind of three-way (multilateral) bargaining process, with the superintendent caught in the middle. Two dimensions (consensus and the degree of vulnerability in the governance structure) are most relevant to the interaction between collective bargaining and governance. The combination of these dimensions yields conflict, in varying degrees. For example, high vulnerability and low consensus mean high persistent conflict. The concepts used in this case

EA 008 646

study are useful for studying the whole school governance process. (Author/DS)

ED 127 730 EA 008 651

Hendrickson, Leslie Sattel, Susan F.
Program Descriptors. 76-77.

Eugene School District 4J, Oreg. Div. of Research, Development, and Evaluation.

Pub Date 76
Note—193p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Administrative Personnel, Educational Legislation, Educational Methods, Educational Objectives, *Educational Programs, Educational Resources, Elementary Secondary Education, Instructional Staff, *Program Budgeting, *Program Descriptions, School Funds

Identifiers—*Eugene Oregon School District

This volume contains descriptions of 40 educational programs in the Eugene, Oregon, public schools. This data was collected from interviews with personnel in each program and from the district's budget work-book. The program descriptions cover educational legislation that pertains to each program, program objectives and methods, resources, staff, administrators, changes in program focus, and budget. These descriptions, prepared by the district's Research, Development, and Evaluation Division, will be used by the school district budget committee. (DS)

ED 127 731 EA 008 665

Sweeney, Betsy

The Energy Handbook.

Greater Victoria Environmental Center (British Columbia).

Pub Date Sep 74

Note—33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Annotated Bibliographies, Building Design, *Energy Conservation, *Environmental Education, Instructional Aids, Recycling, Solar Radiation, Transportation, Waste Disposal

Identifiers—*British Columbia (Victoria), Canada

Man's use and misuse of energy have created problems in all sectors of society. Many are asking what can be done to help solve these problems so that future energy needs will be met and the quality of life in Canada can be assured. This guide of directions and information focuses on information known to be readily available locally. Introductory sections precede annotated bibliographies organized into sections on (1) energy perspectives, (2) energy conservation, (3) alternative sources of energy, (4) learning more about energy, and (5) doing something about the energy situation. (Author/MLF)

EC

ED 127 732 EC 090 730

James, Rodney And Others

Developers' Guide: Preparing Products for Distribution Through the National Center on Educational Media and Materials for the Handicapped (NCEMMH).

National Center on Educational Media and Materials for the Handicapped, Columbus, Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 76

Contract—OEC-300-72-4478

Note—72p.

Available from—Publication Sales Division, The Ohio State University Press, 2070 Neil Avenue, Columbus, Ohio 43210 (Publication Number : NC-76.504)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Educational Technology, Exceptional Child Education, Guidelines, *Handicapped Children, *Instructional Materials, *Instructional Media, *Material Development

Identifiers—*National Center Educational Media Materials Handic

Intended to aid developers of media, materials, and educational technology for individuals who are handicapped, the guide provides information on preparing materials intended for distribution through the National Center on Educational Media and Materials for the Handicapped (NCEMMH). Focused on in the section on determining need and effectiveness are objectives and

testing, the target population, and media selection. Guidelines are given for insuring reproduction feasibility for printed matter and media, and for use of technical assistance. Discussed in the section on complying with legal requirements are copyright requirements, obtaining a copyright, copyright releases, talent releases, and federal clearances. Considered in the final section on working with NCEMMH are the role of the developer (preparing an initial description, completing the product intake form, and developing the product) and of NCEMMH (in reviewing, producing, distributing, and promoting the product). Appended are a list of the Learning Resource Centers, a sample product intake form, a list of publications of the Copyright Office, a sample talent release form, and forms from the Department of Health, Education, and Welfare. A glossary provides definitions of such terms as caption, camera-ready copy, and work print. (DB)

ED 127 733

Reid, Neil

Gifted Children: Do We Deserve Them?

Pub Date 76

Note—10p.; Item 7 of 11 in SET 76, No. 1, a research information kit for teachers

Available from—K.A. Pickers, Research Officer, Information, New Zealand Council for Educational Research, Education House, 178-182 Willis Street, Wellington, New Zealand (3NX a issue, 5NZ a set, individual items sold in lots of 10 or more, 50c. NZ)

Document Not Available from EDRS.

Descriptors—Creative Ability, *Definitions, Educational Needs, *Educational Programs, Elementary Secondary Education, Exceptional Child Education, *Gifted, *Identification, Research Reviews (Publications)

A review of research on gifted children covers topics which include the changing conception of giftedness, the identification of gifted children, and types of educational programs for the gifted. It is reported that over the years the term giftedness has referred primarily to intellectual ability. Problems involved in identifying the creative and/or talented individual are discussed. Educational methods such as enrichment, grouping or segregation, and acceleration are reviewed. Among the conclusions drawn are that the criteria for identifying the gifted child have broadened; that improvement must be made in reviewing and updating programs for the gifted; and that special attention must be paid to gifted girls and talented individuals from socially disadvantaged groups. Also provided is a list of discussion questions. (SB)

ED 127 734

Schilit, Jeffrey

The Secondary School Level and Adult Mentally Retarded Individual: An Annotated Bibliography.

Alabama Univ., University. Dept. of Special Education.

Spons Agency—Alabama Univ., University.

Pub Date Jul 76

Note—91p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Adults, Annotated Bibliographies, *Bibliographies, Evaluation Methods, Exceptional Child Education, *Mentally Handicapped, Normalization (Handicapped), Secondary Education, Teaching Methods, Vocational Rehabilitation

Presented is bibliographic data on approximately 350 articles (covering the period 1970 to March 1976) on the secondary level or adult mentally retarded individual. Entries are listed alphabetically by author and usually include title, publication date, page numbers, source, and a brief description. Articles cover such topics as assessment, teaching methods, vocational rehabilitation, and community life. (SB)

ED 127 735

Pefley, Diana Smith, Hal

It's Monday Morning: A History of Twenty-Seven Handicapped Children's Early Education Projects.

North Carolina Univ., Chapel Hill. Technical Assistance Development System.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 76

Note—132p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Community Programs, *Demonstration Projects, Exceptional Child Education, Federal Programs, *Handicapped Children, *Intervention, *Preschool Education, *Program Descriptions

Identifiers—Handicapped Children's Early Education Projects

Described are 27 projects originally funded by the Bureau of Education for the Handicapped as part of the Handicapped Children's Early Education Program. An introductory section gives background information on the principles, beginnings, and activities of the projects. Provided for each of the project descriptions are the following: project title, project location, number and type of children served, a description of the educational program, report of the project's evidence of effectiveness, and materials available. Projects in the following states are described: Colorado, Georgia, Hawaii, Illinois, Iowa, Maine, Massachusetts, Michigan, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oklahoma, South Dakota, Texas, Utah, Virginia, and Washington. A graph gives information on all the projects in terms of number of children served in 1973-74, age ranges of those served, handicaps served, staff members, and test instruments used. A final section on project impact focuses on the relationships between the projects and the organizations with whom they work, spinoffs of the project to the communities and states, and sources of continued funding. (DB)

ED 127 736

Rosen, Karen Minis, Rena

Region 9 Task Force on Learning Disabilities:

Summary of Proceedings, March 24-25, 1976.

Pub Date Mar 76

Note—40p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Definitions, Elementary Secondary Education, Exceptional Child Education, *Identification, *Learning Disabilities, Regional Programs, State Legislation, State Programs, *State Standards

Identifiers—Council for Exceptional Children

Presented is the report of the Region 9 (Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, Rhode Island, and Vermont) invitational caucus of the Council for Exceptional Children's Division on Children with Learning Disabilities which met in March of 1976. Focused on is the process for identifying children with learning disabilities through the sharing of information from each state. Provided for each state is the following information: update of state statistics on incidence of handicapped and learning disabled children, a synopsis of the state definition of learning disabilities, a synopsis of the state's process of identification of learning disabled children, a synopsis of state concerns, and a list of items distributed to the task force participants. Presented in chart form is a synopsis of states' definitions and the concerns expressed by task force members. (DB)

ED 127 737

Fallen, Nancy H.

Cooperative University-School Division Special Education Practicum Laboratory in a Rural Setting. Final Report. (Includes Appendixes) Revised.

Virginia State Dept. of Education, Richmond. Div. of Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.

Pub Date Aug 75

Grant—OEG-0-70-4817; OEG-0-71-4144

Note—198p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Cooperative Programs, *Demonstration Projects, Elementary Education, Exceptional Child Education, *Handicapped Children, Higher Education, Program Descriptions, *Rural Education, *Student Teaching, *Teacher Education

Presented is the final report of a Virginia Commonwealth University cooperative program to develop an elementary level special education practicum for preservice teachers in a rural setting. Presented for each of the phases (organizational phase, pilot programming phase, extension of the pilot programming phase, and the prototype program phase) is information on project personnel, objectives, procedures, results, and budget. Included in the final report are such

items as job descriptions, time lines and activity charts, definitions of handicapping conditions, lists of program objectives (such as community involvement, disability identification, inservice education, curriculum improvement, and student involvement), descriptions of staff participation in the rural school district, number and characteristics of the children served, and program objectives and activities for each area of specialty (such as mental retardation, emotional disturbance, and learning disabilities). It is concluded that the program provided effective practicum experience for students and increased achievement of the children. Appendixes include vitae of personnel; the Virginia state certification requirements for the areas of mental retardation, emotionally disturbed and learning disabilities; various forms; sample pages from project files; and agendas of various seminars and workshops. (DB)

ED 127 738 EC 090 965
The Unfinished Revolution: Education for the Handicapped, 1976 Annual Report.

National Advisory Committee on the Handicapped, Washington, D.C.

Pub Date 76

Note—59p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.15, Stock Number 017-080-01532-3)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Annual Reports, Early Childhood Education, *Educational Needs, *Educational Programs, *Educational Trends, Elementary Secondary Education, Exceptional Child Education, *Federal Programs, *Handicapped Children

Identifiers—*National Advisory Committee on the Handicapped

Presented are the 1976 findings and recommendations of the National Advisory Committee on the Handicapped regarding the education of handicapped children. Past, present, and future trends in the education of the handicapped are discussed. Among recommendations made by the committee are that educational opportunities be provided to handicapped children in the least restrictive environment commensurate with their needs and that adult and continuing education programs be provided for handicapped learners. Briefly described are the following federal programs: Handicapped Children's Early Education Program, Regional Education Program, Child Service Demonstration Centers, research and demonstration projects, Child Advocacy Program, Handicapped Personnel Preparation Program, Captioned Films for the Deaf program, Area Learning Resource Centers, Regional Resource Center program, National Information Center for the Handicapped, State Plan program, programs to provide aid to state-supported schools for educating the handicapped, programs to provide vocational education, ESEA (Elementary and Secondary Education Act of 1965) Title IV programs, programs for the severely handicapped, deaf-blind centers, and programs for the gifted and talented. Also reported on are the status of 1975 recommendations and the administration and operation of the National Technical Institute for the Deaf and the Model Secondary School for the Deaf. (SB)

ED 127 739 EC 090 967

Kuzin, N. P. And Others
Education in the U.S.S.R.

Pub Date 72

Note—148p.

Available from—Progress Publishers, Moscow, U.S.S.R.

Document Not Available from EDRS.

Descriptors—*Educational Planning, *Educational Programs, Exceptional Child Education, *Foreign Countries, *General Education, *Handicapped Children, Special Education, Teacher Education

Identifiers—*USSR

Provided is a collection of 10 articles presenting an overview of education in the Soviet Union, including descriptions relating to the development of the Soviet educational system and some basic underlying principles. Chapters focus on the following topics: development of the Soviet educational system following the socialist revolution, preschool education, goals of the Soviet school system (including descriptions of the curriculum

and teaching methods), the relationship between formal education and extra-curricular educational establishments, special education (with emphasis on special schools for handicapped children, teacher training, and job training), adult education, teacher education, higher education, vocational and technical education, educational research, and education management. (IM)

ED 127 740

EC 090 968

Milby, Cecilia S., Ed.

We Serve the Exceptional Child: Schools, Classes, Programs, and Services for Children with Special Physical and Educational Needs. Revised 1976.

Los Angeles City Schools, Calif. Div. of Special Education.

Pub Date 76

Note—97p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Directories, Driver Education, Exceptional Child Education, Exceptional Child Services, *Handicapped Children, Physical Education, *Program Descriptions, Regional Programs, Regular Class Placement, *Resource Guides, School Districts, *School Services, Special Classes, Special Schools

Identifiers—*California (Los Angeles), Project Interaction, Project Mainstream

Described are schools, classes, programs, and services provided by the Los Angeles Unified School District for children with special physical and educational needs. Section I contains a general description of the Division of Special Education and organizations for parents, a chart of organization within the division, and a map indicating the location of special schools. Section II covers facilities for physically handicapped pupils such as the hearing impaired, orthopedically handicapped, and visually handicapped. Services for multihandicapped and developmentally handicapped pupils are outlined in Section III. Facilities for learning handicapped students are described in Section IV in the following categories: educationally handicapped and autistic, educable mentally retarded, and trainable mentally retarded. Section V covers instructional services in the following areas: driver education for exceptional students, early childhood education, Project Interaction, Project Mainstream, and remedial physical education. Described in Section VI are specialized pupil and staff support services such as occupational education for the handicapped, special health programs, the California Master Plan Unit, and personnel unit. Each category in units II through VI includes a legal definition/description, eligibility/placement procedures, program goals, current program operations, and contact persons telephone numbers. Appended are such items as maps indicating the locations of special programs, a directory of schools and centers, a directory of programs and offices, and a bibliography of publications. (IM)

ED 127 741

EC 090 969

Adams, Joan C.

Child Abuse and Neglect: Problems and Programs.

Georgia Univ., Athens. Regional Inst. of Social Welfare Research.

Spons Agency—National Center for Child Abuse and Neglect (DHEW/OHD), Washington, D.C.

Pub Date 76

Grant—90-C-392

Note—27p.

Available from—Regional Institute of Social Welfare Research, Inc., 468 N. Millidge Avenue, Heritage Building, Athens, GA 30602 (\$1.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Child Abuse, *Community Programs, Disadvantaged Youth, Exceptional Child Services, Identification, Interdisciplinary Approach, Intervention, *Legislation, Parent Counseling, Prevention, *Program Descriptions, Public Opinion, Volunteers

Identifiers—Child Abuse Intervention Program, *Neglected Children, PACER Project, Panel for Family Living, Parental Stress Center, Pro Child, Texas Public Information Campaign

The pamphlet presents an overview of child abuse, including definitions of child abuse and child neglect, causes and treatment processes, and legislation. Some basic approaches to treatment, prevention, and identification are described including the following: parent self-help groups, diagnostic teams, public education, and specialized training of professionals and volunteers.

Brief Descriptions of the following programs are provided: the Panel for Family Living (Tacoma, Washington), Pro-Child (Arlington, Virginia), the Texas Public Information Campaign, the PACER project (St. Petersburg, Florida), Parental Stress Center (Pittsburgh), and the Child Abuse Intervention Program (Chicago). (IM)

ED 127 742

EC 090 970

Child Abuse and Neglect: Handbook for Social Workers in Georgia.

Georgia Univ., Athens. Regional Inst. of Social Welfare Research.

Spons Agency—National Center for Child Abuse and Neglect (DHEW/OHD), Washington, D.C.

Pub Date 76

Grant—90-C-392

Note—14p.

Available from—Regional Institute of Social Welfare Research, Inc., 468 N. Millidge Avenue, Heritage Building, Athens, GA 30602 (\$0.50)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Child Abuse, Disadvantaged Youth, Exceptional Child Services, *Social Work, State Legislation

Identifiers—*Georgia, *Neglected Children

The pamphlet provides guidelines for the social worker in reporting cases of suspected child abuse and neglect as required by Georgia law. Presented is information on the following topics: overview of the problem, understanding the parent, types of abuse and neglect, the social worker's duty to report, definition of protective services, how to make a report, what happens when a report is made, confidentiality and immunity, and the importance of the social worker. (IM)

ED 127 743

EC 090 971

Byrne, Jane M., Comp.

Early Intervention Program Resource Guide: Selected Readings from Programs for Young Disabled Children in Pennsylvania.

Pennsylvania State Dept. of Public Welfare, Harrisburg. Office of Mental Retardation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Grant—48-76005-41-440

Note—107p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Community Attitudes, Demonstration Projects, Early Childhood, Educational Diagnosis, Exceptional Child Education, Family Counseling, *Handicapped Children, *Identification, Individualized Instruction, Infancy, *Intervention, Medical Treatment, *Program Descriptions, Program Development, Residential Programs, *Resource Guides

Identifiers—*Developmental Disabilities, *Pennsylvania

Intended as a guide for professionals and local administrators in initiating and developing early intervention programs for handicapped children, the volume provides descriptions of 10 models and techniques presently utilized in Pennsylvania. Included are reports with the following titles and authors: "A System of Open Learning" (P. Malone), "A Description of Intervention Strategies for Handicapped Infants and Toddlers" (M. Mostertz, et al), "New Beginnings: A Center-Based Training Program for Families of Developmentally Delayed Infants and Toddlers" (C. Lapidakis), "Early Intervention Project for Behaviorally Disordered Preschoolers" (J. Reisinger and F. Gray), "A Multidimensional Early Intervention Program Model" (K. O'Connor), "An Integrated Early Intervention Project" (A. Voding), "Educational Programming Consideration: The Medically Involved Child in a Community Residential Setting" (H. Lynch and D. Mianer), "A Community System for Serving Young Children and Their Families" (K. Sims), "Cooperation with the Medical Community: The Key to Success of Early Intervention Programs" (M. Perrin and M. Sgro), and "An Innovative Approach for Community Education About Early Intervention" (L. Fiorentino, et al). A bibliography of 118 current readings in early intervention is provided, and addresses of the contributors are included. (IM)

ED 127 744

EC 090 972

Johnson, Clara L.

Two Community Protective Service Systems: Comparative Evaluation of Systems Operations.

Georgia Univ., Athens. Regional Inst. of Social Welfare Research.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Mar 76

Grant—10-P56015

Note—54p.

Available from—Regional Institute of Social Welfare Research, Inc., 468 N. Millledge Avenue, Heritage Building, Athens, Georgia 30601 (\$5.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Child Abuse, Community Programs, Delivery Systems, Exceptional Child Research, Exceptional Child Services, *Identification, *Intervention, *Program Descriptions, *Program Evaluation, Referral

Identifiers—Georgia (Savannah), *Neglected Children, Tennessee (Nashville)

Presented are the findings of a study conducted to evaluate two community protective service systems in terms of the mechanisms for identifying and handling child abuse and neglect cases and the effectiveness of intervention. It is noted that data was collected in two sites: Site I (Nashville, Tennessee), which has an emergency reporting system and a 24-hour protective service program; and Site II (Savannah, Georgia), which has a more traditional protective service system with no internal provision for 24-hour intake within the public welfare system. The first three chapters cover an introduction to protective services, the definition and major elements of service systems, and methodology of the study (including background of the research project, general objectives, research design, evaluation criteria, and limitations). Two chapters report on the findings regarding each site in terms of its relationship to collateral systems, systems operations, and observed problems. Provided in a final chapter are a discussion of the similarities and differences between the two systems in terms of system structure, a comparative evaluation of the systems' functions, a summary of major insights, and a presentation of recommendations (such as that intake into the mandated protective service system be provided on a 24-hour basis). (SB)

ED 127 745

EC 090 973

Peterson, Reece L.

Mainstreaming: A Working Bibliography. Second Edition.

Minnesota Univ., Minneapolis. Leadership Training Inst./Special Education.

Pub Date Aug 76

Note—35p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Bibliographies, Elementary Secondary Education, Exceptional Child Education, *Handicapped Children, *Regular Class Placement

Presented is a bibliography on mainstreaming of handicapped children with over 500 citations. Entries are listed in alphabetical order by author and usually include such information as title, source, publication date, and page numbers. Also provided is an index which lists authors included in the bibliography under the following topics: administration, art, attitudes/behavior/social acceptance/achievement, background/history/genera I, dated March 1976 and later, dated 1968 and earlier, efficacy of placement, elementary, emotionally disturbed/behavior problems, hearing impaired, labels/labeling, learning disability, literature, mentally retarded, parents, physical education, physically handicapped, placement/class management/individualized instruction, policy/laws/courts, preschool, project reports/models, resource rooms, secondary, social studies, speech handicapped, teacher associations/unions, trainable mentally retarded, training systems/models, visually impaired, and vocational. (SB)

ED 127 746

EC 090 974

Peterson, Reece L.

Mainstreaming Training Systems, Materials, and Resources: A Working List. Third Edition.

Minnesota Univ., Minneapolis. Leadership Training Inst./Special Education.

Pub Date Aug 76

Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Exceptional Child Education, *Handicapped Children, *Institutes (Training Programs), *Instructional Materials, *Regular Class Placement, *Resource Centers, Resource Guides

Provided is a working list of 23 training systems, materials, and resources on mainstreaming identified by the Leadership Training Institute/Special Education. Each one-page entry usually includes such information as purpose, a brief description, contact person(s), address and phone number, and an additional description. Covered are resources with the following titles: "All Together Now—Presentations from the CEC (Council for Exceptional Children) Invisible College on Mainstreaming"; "Competencies for Teaching—Teacher Education, Individual Instruction, Classroom Instruction, and Therapeutic Instruction"; "Computer Assisted Renewal Education (CARE)"; "Council for Exceptional Children Information Center"; "Directory of Training Materials from the Center for Innovation in Teaching the Handicapped"; "Exceptional Teaching: Fundamentals, Operations, Resources, Environment (FORE)"; "The Handicapped Child in the Regular Classroom"; "Individualized Learning Materials (ILM) for Teachers, Supervisors, Principals, and Central Staff"; "Leadership Training Institute/Special Education"; "Learning Opportunities for Teachers"; "Let's Series Modules Preparing Regular Educators for Mainstreaming (PREM)"; "The Lexington Teacher Training Project"; "National Center for Educational Media and Materials for the Handicapped"; "National Instructional Materials Information System (NIMIS)"; "The Preparation of Regular Classroom Teachers to Work with Students with Special Learning Problems—A Preservice Training Project"; "The Principals Training Program (PTP); Public Law 94-142"; "Special Education Administration Simulation in Monroe City (SEASIM)"; "Special Education Administrators Simulation (SEASIM) for Rural/Sparsely Populated Areas"; "Special Education Administrators Training Project (SEATP)"; "The Teacher Training Program (TTP)"; and "Upset in Polymer—An Experience in Mainstreaming". (SB)

ED 127 747

EC 090 976

Elwood, Patricia C. And Others

Parent-Infant Program for the Hearing Impaired: A Resource Guide.

Maryland State Dept. of Education, Baltimore; Prince George's County Board of Education, Upper Marlboro, Md.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—PGIN-7690-1406

Bureau No.—15-74HI

Pub Date 75

Note—97p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Auditory Training, *Aurally Handicapped, *Community Programs, Early Childhood, Exceptional Child Services, Hearing Aids, *Identification, Infancy, Instructional Materials, *Intervention, Needs Assessment, Parent Counseling, Personnel Selection, Physical Environment, *Program Descriptions, *Program Development, Records (Forms), *Resource Guides

Identifiers—Maryland (Prince Georges County)

Intended as a guide for the design and implementation of parent-infant programs for the hearing impaired, the volume provides suggestions and sample materials from the program in Prince George's County, Maryland. Included in the guidelines for assessment of local need and identification of hearing impaired infants in the community are sample letters, news releases, and questionnaires. Important considerations for physical facilities are listed, and a facility analysis and a suggested floor plan are provided. Suggestions for the selection of personnel and in-service training are given. The sections on information gathering and diagnostic processing include sample letters, forms, and data recording sheets. Suggestions for audiological management provide information on counseling and hearing aid maintenance with sample forms and worksheets. Lists from which to select appropriate children's books, toys, and other learning materials are provided. Suggested activities for parent-child sessions include an outline for home demonstration, home activity assignments for parents (with sample activity sheets), and worksheets for parents and counselors. Sample formats are provided for discussion sessions and workshops for parents including evaluation forms for parents and staff personnel. A bibliography of approximately 70 selected readings is appended. (IM)

ED 127 748

EC 090 979

Rhodes, William C.

A Study of Child Variance. Volume 5. Conference Proceedings.

Michigan Univ., Ann Arbor. Inst. for the Study of Mental Retardation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Grant—G00-0-71-03680

Note—281p.; For related document, see ED 116 388

Available from—The University of Michigan, Publications Distribution Service, 615 East University, Ann Arbor, Michigan 48106 (\$1.25)

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—*Conference Reports, Educational Alternatives, *Emotionally Disturbed, Exceptional Child Education, Handicapped Children, Health Services, *Intervention, Labeling (of Persons), Prediction, *Program Evaluation, Program Planning, Psychological Services, Services, Social Services, *Theories, *Trend Analysis, Video Tape Recordings

Presented in the fifth volume in a series are the proceedings of six separate conferences held over a period of five years (1971 - 1975), each representing the culmination of a set of studies in child variance. The proceedings are one of an interrelated group of products for each year of studies, which includes a volume of research reports, training videotapes, and a videotape record of the conferences. Explored during the first, Theories of Emotional Disturbance Conference, were the convergences and divergences of the following: (1) biogenic theories, (2) learning and behavioral theories, (3) psychoanalytic and psychodynamic theories, (4) sociological theories, (5) ecological theories, and (6) countertheories. In the second, Intervention Strategies Conference, interventions suggested by the above theories were explored and innovative programs employing these interventions were discussed. Experts at the third, Service Delivery Systems Conference, examined the following delivery systems which had been studied: (1) mental health, (2) education, (3) corrections, (4) social welfare services, (5) religious welfare services, and (6) counterinstitutions. The fourth, fifth, and sixth were futures conferences which attempted to predict and make recommendations for future directions in the field of child variance. The fourth, focused on Child Care in a Strained Society, made such recommendations as the elimination of labeling and classification and consciousness raising among professionals. Schools, Melting Pot, and Differences was the title of the fifth conference, which covered such issues as school dropout rates and cultural deprivation. The sixth, Who Cares for America's Children, made such recommendations as shifting emphasis from helping troubled children to rearing healthy children who are resistant to damage. Names and affiliations of the participants are included and a list of 34 videotapes is appended. (IM)

ED 127 749

EC 090 980

Ginsberg, Gina

Business and Industry: Partners in Education of Gifted and Talented.

Pub Date Apr 76

Note—3p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Objectives, Employment, Exceptional Child Education, *Gifted, Industry

Quoted is a brief introduction pointing out the fact that gifted and talented students can benefit from cooperation between education and the business community. (IM)

ED 127 750

EC 090 981

Treloar, Donald N.

Business and Industry: Partners in Education of Gifted and Talented.

Pub Date Apr 76

Note—9p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Organizations, *Community Resources, *Cooperative Programs, Educational Methods, Educational Objectives, *Educational Programs, Enrichment, Exceptional Child Education, *Gifted, House Plan, Interagency Cooperation, Interdisciplinary Approach, *Program Descriptions, *School Community Relationship, Secondary Education

Identifiers—*New Jersey (Newark)

In 1969 the Newark, New Jersey, Board of Education began the School Within A School Program for gifted and talented inner-city high school students. The program, offering an eleven-month school year plus five major subjects, uses the resources of business and industry to prepare students for a college education. An advisory board consisting of educators from high schools and colleges as well as business personnel, serves as a resource and advisory board. Corporate executives meet with teachers and students to discuss the problems facing inner-city residents; and the students visit the executives, gaining insight into the corporate world. Some additional goals of the program are raising funds for operational costs of the program and college scholarships, and supporting specialized college programs for high school students. (IM)

ED 127 751 EC 090 982

Polsgrove, Lewis Mosley, William
Management Approaches for Inner City Classrooms.

Pub Date Apr 76

Note—27p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Behavior Change, Behavior Problems, *Class Management, *Disadvantaged Youth, Exceptional Child Education, Inner City, Operant Conditioning, *Self Control, Self Evaluation

Discussed are general and direct strategies for developing behavioral and academic self control in children in inner city classrooms. Reviewed are traditional classroom management practices in terms of nonmanagement, overmanagement, and mismanagement. Effective general strategies recommended include modeling by the teacher and behavioral rehearsal. Described are the following direct strategies: self monitoring, goal setting and self evaluation, and self reinforcement. Suggested is a four phase program to gradually develop self control beginning with self monitoring and guided self evaluation and ending with the child specifying his own goals, recording, charting, and evaluating his progress, and administering reinforcing consequences. (DB)

ED 127 752 EC 090 983

Nober, Linda W.
A Model for Support Services to Mainstreamed Hearing Impaired Children.

Pub Date Apr 76

Note—11p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Aurally Handicapped, Conceptual Schemes, *Deaf, *Delivery Systems, *Demonstration Projects, Exceptional Child Education, *Models, *Regular Class Placement

Identifiers—Massachusetts

Described is a model which provided support services to five severely hearing impaired students (4 14-years-old) integrated fully or partially into regular classes in Massachusetts. The model (developed by the Clarke School for the Deaf) is explained to involve current and ongoing assessment of educational needs, coordination of services to children and families, a cost effective way for school districts to meet special education requirements, and tutorial sessions for individual children. (DB)

ED 127 753 EC 090 984

Frankenburg, William K. And Others
Implications of Early Screening for Later Development. Final Report. July 1, 1974 - February 26, 1976.

Colorado Univ., Denver. Medical Center.
Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Pub Date Jul 76

Grant—OCD-90-C-257

Note—7p.; For the study report, see EC 090 985

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, Exceptional Child Research, *Learning Disabilities, *Prediction, Preschool Education, *Research Methodology, *Screening Tests, Test Validity

Identifiers—*Denver Developmental Screening Test

Presented is a letter regarding the final report of a project involving the followup of 151 children (under 6 years old at the time of the initial assessment) to establish the accuracy of the Denver Developmental Screening Test in predicting school achievement problems. Reviewed are the procedures used in selecting the study population, and explained are changes made in the proposal regarding the followup assessments. (SB)

ED 127 754 EC 090 985

van Doorninck, William J. And Others
Infant and Preschool Developmental Screening and Later School Performance.

Pub Date Apr 76

Note—9p.; Paper presented at the Society for Pediatric Research (St. Louis, Missouri, April 1976); For related document, see EC 090 984

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, *Economically Disadvantaged, Exceptional Child Research, *Followup Studies, *Learning Disabilities, *Prediction, Preschool Education, *Screening Tests, Test Validity

Identifiers—*Denver Developmental Screening Test

A followup study of 151 lower socioeconomic class children (under 6 years of age at the time of initial screening) was conducted to determine the effectiveness of the Denver Developmental Screening Test (DDST) in predicting school achievement problems. Ss were originally categorized into three age groups (0-2 years, 2-4 years, and 4-6 years) and three DDST classifications (normal, questionable, and abnormal). Followup evaluation (which took place when Ss' school placement ranged from beginning kindergarten to grade 5) included the following: achievement test percentiles, grade placement or special education status, and teacher ratings on the School Behavior Check List. Based on the above data, Ss were classified as having school problems if they met one or more of four criteria (which included achievement test percentiles of ten or less). Results indicated that the majority of Ss categorized as non-normal had later school problems and that prediction became more accurate with increasing age of screening in abnormal. (SB)

ED 127 755 EC 090 986

Hoyt, Kenneth B.
Career Education for Gifted and Talented Persons.

Pub Date Dec 74

Note—12p.; Remarks prepared for presentation at the New England TAG Conference (Hartford, Connecticut, December 5, 1974); For related information, see EC 090 987

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Career Education, Definitions, *Educational Trends, Elementary Secondary Education, Exceptional Child Education, *Gifted, Needs Assessment

The career education movement is briefly summarized, and some of the special problems involved in developing career education programs for gifted and talented students are discussed. The terms "work", "career", and "education" are defined, and it is noted that the term "career education" refers to all activities and experiences through which one learns about, prepares for, and gains satisfactions from work. Some of the existing career education programs (such as Workshops for Careers in the Arts, Washington, D.C. and Project TALENT Demonstration Centers, California) for gifted and talented persons are listed. Six problems (such as the danger of assuming that the gifted and talented have special responsibilities to use their gifts and/or talents in the world of paid employment) in providing effective career education to gifted and talented students are described. (SB)

ED 127 756 EC 090 987

Hoyt, Kenneth B.
Career Education for Gifted and Talented Persons.

Pub Date Apr 75

Note—13p.; Remarks presented at the Texas Education Agency Conference on Career Education for Gifted and Talented Persons (Austin, Texas, April 18, 1975); For related information, see EC 090 986

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Career Education, Elementary Secondary Education, Exceptional Child Education, *Gifted, Needs Assessment

The author briefly justifies work on a book entitled "Career Education for Gifted and Talented Students" and comments on four problems in the delivery of effective career education to the gifted and talented. Listed among reasons for choosing the book's topic is that career education is for all individuals, including the gifted and talented. Sections are given to the following areas: career decision making problems (such as lack of interest in nonacademic activities); talent development problems (such as the failure to develop as a whole person because of concentration on a particular talent area); work experience problems (such as finding talented individuals in the community for whom gifted and talented students could work); and career selection problems (such as the assumption that gifted and talented individuals should use their gifts and talents in the world of paid employment). (SB)

ED 127 757 EC 090 988

Colangelo, Nick Bennett, Kay
Verbal and Quantitative Test Performance: Superior Students in Wisconsin High Schools, 1965-1976.

Wisconsin Univ., Madison. Research and Guidance Lab. for Superior Students.

Pub Date 76

Note—117p.

Available from—Research and Guidance Laboratory, University of Wisconsin-Madison, 1025 West Johnson Street, Madison, Wisconsin 53706

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Exceptional Child Research, *Gifted, Graphs, *Group Norms, High Schools, Performance, Secondary Education, Tables (Data), Talent Identification, *Test Results, *Trend Analysis

Identifiers—*Terman Concept Mastery Test, *Wisconsin Inventory for Talented Students

Presented in table and graph form are the laboratory test performances of 1965-1976 gifted high school graduates. In a review of the test used, it is reported that test performances of 128 1961 graduates were used to develop the test battery which included the Wisconsin Inventory for Talented Students (WITS)-Verbal, the WITS-Quantitative, and the Terman Concept Mastery Test. Tables and graphs break down data into graduating year, grade levels, sex, and locality of students. The trends and findings are discussed for each test individually, and the implications of such findings as the systematic drop of WITS-Verbal mean scores are listed. In addition, tables summarize the old and new norms, percentile values, and raw scores for each test at the 9th and 11th grade levels. Also provided is a glossary of test terms. (SB)

ED 127 758 EC 090 989

Gifted and Talented Children, HEW/OE Final Regulations Governing Programs and Projects for Special Education Needs; Effective 6-21-76.

Part I.

Pub Date May 76

Note—16p.

Journal Cit—Federal Register (Highlights); v41

n89 p18660-73 May 6 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Demonstration Projects, Educational Programs, Exceptional Child Education, *Federal Aid, *Federal Legislation, *Gifted, Government Publications, *Grants, Legal Responsibility, Models, Professional Education, Program Planning, Program Proposals, State Programs, Teacher Education

Identifiers—Public Law 93 380, *Regulations

Reported are the final regulations governing programs and projects for special education needs of gifted and talented children and youth pursuant to section 404 of Public Law 93-380. Summarized are the purpose of the regulations and comments and responses to the regulations, including changes. Presented are major provisions and assessment criteria information in the following five categories of program support authorized

by section 404: (1) contracts for the development and dissemination of information pertaining to the education of the gifted and talented, (2) grants to State and local educational agencies for planning, development, operation, and improvement of programs and projects, (3) grants to State educational agencies for training teachers and supervisors, (4) grants to institutions of higher education or other agencies for leadership personnel training, and (5) contracts supporting model projects for the identification and education of special groups of gifted and talented children and youth. Also included are general provisions applicable to all awards; such as the definitions of "gifted and talented" and of "differentiated education", and requirements for identification and assessment. (IM)

ED 127 759 **EC 090 990**
Developmental Disabilities Program: Proposed Policies and Procedures Regarding Grants to States, Nonprofit Agencies, Organizations, Colleges and Universities. Part II.

Pub Date Aug 76
 Note—19p.; Not available in hard copy due to small type
 Journal Cit—Federal Register; v41 n169 p36582-97 August 30 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. HC Not Available from EDRS.

Descriptors—Child Advocacy, Civil Liberties, Demonstration Projects, Exceptional Child Education, *Federal Aid, *Federal Legislation, *Government Publications, *Grants, Legal Responsibility, Models, Program Planning, State Programs

Identifiers—*Developmental Disabilities, Public Law 91 517, Public Law 94 103, *Regulations

Reported are the proposed policies and procedures regarding grants to States, nonprofit agencies, organizations, colleges, and universities pursuant to the Developmental Disabilities Services and Facilities Construction Act of 1970 (Public Law 91-517) as amended by the Developmentally Disabled Assistance and Bill of Rights Act of 1975 (Public Law 94-103). The section on general provisions sets forth the policies and procedures which apply to all of the subsequent parts, such as definition of terms, grant procedures, and other administrative concerns. The section on formula grant programs is divided into four basic subparts as follows: subpart A pertaining to State plans, subpart B relating to State planning councils, subpart C concerning the protection and advocacy of individual rights, and subpart D establishing the practice and procedure for hearings pertaining to State conformity with State Plans for the developmentally disabled and with Federal requirements. The section on the proposed discretionary grants program addresses university affiliated facilities (including demonstration and training grants and construction programs), and special project grants. (IM)

ED 127 760 **EC 090 991**
Programs and Activities Receiving or Benefiting from Federal Financial Assistance: Nondiscrimination on the Basis of Handicap. Part II, DHEW, Office of the Secretary.

Pub Date Jul 76
 Note—23p.
 Journal Cit—Federal Register; v41 n138 p29548-67 July 16 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Civil Liberties, *Discriminatory Attitudes (Social), Educational Programs, Employment, Equal Education, Exceptional Child Education, *Federal Aid, *Federal Legislation, Government Publications, Grants, *Handicapped Children, Health Services, Legal Responsibility, Nondiscriminatory Education, Social Services

Identifiers—*Federal Regulations, Rehabilitation Act 1973, Rehabilitation Act Amendments 1974

Reported are the rules which the Office for Civil Rights of the Department of Health, Education, and Welfare proposes with regard to nondiscrimination on the basis of handicap in programs and activities receiving or benefiting from federal financial assistance. The proposed rules in Part 84, which effectuates section 504 of the Rehabilitation Act of 1973 as amended by section 111 (a) of the Rehabilitation Act Amendments of 1974, are divided into six major subparts. Subparts A (General Provisions), B (Employment Practices), and C (Program Accessibility) apply

to all programs benefiting from federal financial assistance; while the remaining subparts contain more specific requirements and prohibitions applicable to three major types of programs: preschool, elementary, and adult education programs (Subpart D); postsecondary education programs (Subpart E); and health and social service programs (Subpart F). Explained is the fact that the practices of other recipients of funds are subject to the general nondiscrimination provisions. A discussion of the public response to the issues is included, with particular attention given to the comments on the inclusion of mentally restored persons and rehabilitated addicts as beneficiaries of the regulation. (IM)

ED 127 761 **EC 090 992**
Rogers, George W., Jr.
Accountability for Appalachia's Mental Health Programs: A Case Study.

Pub Date 76
 Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Agency Role, Case Studies, *Emotionally Disturbed, Exceptional Child Services, Mental Health, Mental Health Clinics, *Mentally Handicapped, *Program Evaluation, *Psychological Services, Stereotypes

Identifiers—*Appalachia, Kentucky

Described are the activities of a federally-funded mental health and mental retardation center located in the Appalachian region of Kentucky. The typical treatment approach is explained; and the stereotyping of clients, lack of responsiveness to groups of clients, and neglect of mental health education in general are pointed out. The findings are presented statistically and generalized to other clinics and agencies in Appalachia. Discussed are such suggestions for improvement as the stressing of accountability and the use of empirical methods of needs assessment. (Author/IM)

ED 127 762 **EC 090 993**
Greenwood, Charles R. Hops, Hyman
Generalization of Teacher Praising Skills Over Time and Setting: What You Teach Is What You Get!

Pub Date Apr 76
 Note—20p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Effective Teaching, *General Education, *Generalization, Inservice Teacher Education, Primary Education, *Social Reinforcement

Identifiers—*Program for Academic Survival Skills

Investigated with six first- to third-grade teachers was the generalization of the use of teacher praising and approval skills in one daily instructional period into a second daily instructional period. As part of a general investigation of teacher management skills by the Program for Academic Survival Skills, the teachers were taught to use contingent approval statements as consequences for appropriate student behavior during either the reading or math period, and generalization of the level of approvals to another class period was evaluated using behavioral observations. Results indicated that the trained teachers did significantly improve the level of approvals occurring in the generalization setting; however, the effect was only one-third the magnitude produced by the same teachers during the training setting. (Author/IM)

ED 127 763 **EC 090 994**
Alexander, Ron
The Role of the Resource Teacher in Parent-Teacher Conferencing.

Pub Date Apr 76
 Note—20p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Exceptional Child Education, *Handicapped Children, Parent Counseling, *Parent School Relationship, *Parent Teacher Conferences, Parent Teacher Cooperation, *Resource Teachers

Reviewed were reports of 50 parent-teacher conferences involving pre-primary through secondary level students; information as to the nature,

content, and outcome was obtained; and conferences involving teachers of self-contained classes were compared with those involving resource teachers. Results indicated that the teachers initiated conferences most frequently, with the most frequent rationale in relation to the child's behavior, followed by status (reporting progress), testing/evaluation/placement, combined academic and behavior problems, and academic problems. Behavior disorders resource teachers had the highest frequency of conferences, followed closely by teachers of the educable mentally retarded in self-contained classrooms. Teachers of children with behavior problems tended to have series of parent conferences, and the greater the degree of parental involvement called for, the higher the probability of successful resolution of the difficulty. (IM)

ED 127 764 **EC 090 995**
Friedman, Robert M. And Others

Four Perspectives on the Status of Child Abuse and Neglect Research.

Hermer and Co., Washington, D.C.
 Spons Agency—National Center for Child Abuse and Neglect (DHEW/OHD), Washington, D.C.
 Pub Date Mar 76
 Contract—HEW-105-75-1103
 Note—281p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 250 852)

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—*Child Abuse, Child Advocacy, Court Cases, Definitions, Etiology, Exceptional Child Research, *Legislation, *Medical Treatment, *Mental Health, Prediction, Research Methodology, *Research Reviews (Publications), *Social Work

Identifiers—*Neglected Children

The current status of child abuse and neglect research is reviewed from the four traditional perspectives of mental health, medicine, law, and social work. In the field of mental health, research methodology; characteristics of victims, perpetrators, families, and the situation; prediction; long-term effects; and theoretical approaches are covered. The role of both "traditional" and "less traditional" medicine is reviewed, including the role of nursing, physical effects, prevention, developmental effects, and the interface of medicine with other social and cultural issues relating to child abuse and neglect. The legal review covers criminal laws, reporting statutes, neglect statutes, jurisdiction, the relationship of law and other disciplines, and parents' and children's rights. The social work perspective provides a definition of neglect and discusses influences contributory to neglect, early warning signals, and sequelae. Conclusions and recommendations for future research are given for each of the four fields. (Author)

ED 127 765 **EC 090 997**
Rubino, Thomas J. And Others
Learning Disabilities Teacher-Consultant Handbook.

New Jersey State Dept. of Education, Trenton.
 Spons Agency—Office of Education (DHEW), Washington, D.C.
 Pub Date Oct 73
 Grant—OEG-0-71-4427
 Note—52p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Consultants, Diagnostic Teaching, Exceptional Child Education, *Guidelines, Identification, Individualized Programs, Inservice Teacher Education, *Learning Disabilities, *Resource Teachers, State Standards, *Student Evaluation, Teacher Role

Identifiers—New Jersey, Student Evaluation Teams

The handbook presents guidelines for the learning disabilities teacher-consultant (LDT-C) in evaluative and integrative consultation, educational plan development, instructional leadership, and educational assessment including an historical perspective of the development of this group of professionals in New Jersey and a description of their professional role. The chapter on evaluative consultation covers diagnostic fields in which information may be needed and includes possible questions in such areas as medical, psychological, social, and academic assessment. Suggestions for the LDT-C in relation to teacher conferences, personal observations, and review of records are also included. Outlined are guidelines for report

writing and steps to follow in the development of an educational plan. Covered in the chapter on instructional leadership are topics such as activities, purposes, organization, planning, and techniques for the implementation of inservice training of school personnel. A guide for the identification of possible learning problems is provided in another chapter and covers such areas as visual, auditory, motor, cognitive, and task orientation assessment with a list of questions for each area. Provided are addresses of 30 providers of assessment materials. (IM)

ED 127 766 EC 090 998

Bartholomew, Robert P. And Others
An Investigation of the Physical Environment and Its Effect on MR Youth.

Pub Date [76]

Note—70p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Adolescents, *Architecture, Building Design, *Classroom Environment, Color, *Custodial Mentally Handicapped, *Design Needs, Environmental Influences, Exceptional Child Research, *Institutional Environment, Interior Space, Lighting, Literature Reviews, Mentally Handicapped, Questionnaires, *Trainable Mentally Handicapped

Reported are the findings of a research study to determine the effects of physical environment on the learning behavior of 13 institutionalized moderately and severely retarded individuals (14-18 years old). An introductory section covers the need for research in environmental control, the five study objectives, study procedures, data collection methodology, and the specific hypotheses tested. Examined in a review of the literature are such aspects of architectural design as furniture, space, color, and light. A section on the methods and procedures used in the study includes information on the Ss (participants from a residential classroom), apparatus (a cassette tape recorder for recording researchers' observations), lighting (either general illumination alone or both general illumination and tract lighting), color (including "hot" and "cold" colors), space density (ranging from 500-400 square feet), procedure (which entailed the manipulation of four environmental conditions), and the recording of two types of behavior (on-task behavior and ambient-task movements). Among the effects reported from manipulating color, space, lighting, and space-color were that ambient behavior associated with hyperactivity was not increased by color change and that space reduction resulted in increased on-task behavior. The results of a questionnaire survey involving interior designers, architects, and special educators are also provided in the form of guidelines for designing an appropriate physical environment. Also included are numerous references, tables, and diagrams. (SB)

ED 127 767 EC 091 000

Luskin, Bernice And Others
Youth Services Training Program 1972-1976: A Title III Project.

Westport Public Schools, Conn.

Pub Date 76

Note—34p.; Best Available Copy ; Prepared by Department of Special Education

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Behavior Change, Case Studies, Exceptional Child Education, *Handicapped Children, *Program Descriptions, *Program Evaluation, Secondary Education, *Vocational Education, *Work Study Programs

Described is a Title III work study model to provide a 4-year vocational training program for approximately 40 handicapped junior and senior high school students in Westport, Connecticut. Program activities (such as conferences with employers) and the needed professional personnel (such as a school psychologist) are outlined for each of the following areas: teacher aide training; vocational experiences in health care, food services, laundry, occupational therapy, and grounds maintenance; work as garage attendants; and the provision of positive feedback for students' program performance. Cases and comments of several students in the program are provided to illustrate the positive effects of the project. The project evaluation is noted to reveal that positive feedback was transmitted to the students; that parents reported personal growth in their son or daughter; and that 11 students showed positive and generally substantial growth in their behavior patterns. Also covered are critical aspects of the

project (such as providing students with pre-job training when possible) and some of the unanticipated program outcomes (which included the support and help received from the community). (SB)

ED 127 768 EC 091 001

Lynch, Eleanor W.

Measuring Parental Involvement in an Early Intervention Project.

Michigan Univ., Ann Arbor. Inst. for the Study of Mental Retardation.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Apr 76

Grant—G007400463

Note—11p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavior Change, Exceptional Child Research, *Handicapped Children, *Intervention, *Parent Attitudes, Parent Child Relationship, *Parent Role, Preschool Education, *Program Effectiveness

Identifiers—Early Intervention Project for Handicapped Infants

Evaluated was the effectiveness of the Early Intervention Project for Handicapped Infants and Young Children in assisting parents to improve their interactions with their handicapped child, and to help them develop more realistic attitudes about the effects of the child's handicap on the total family system. To assess parental attitudes, the Parent Attitude Survey was administered to parents at 6-month intervals. Preliminary data showed that there was a significant change in the parents' attitudes about the importance of their role in actively helping their handicapped child at home. During the weekly group sessions, each mother-child pair was observed to obtain information on mother-child interactions. Among the findings were that there was a lack of negative behaviors in the samples recorded and that the mothers of the more severely retarded children showed the most positive mothering. Findings suggested that there are ways of measuring change in parental attitudes and behaviors following involvement in an early intervention project. (SB)

ED 127 769 EC 091 002

Munson, Harold L. And Others

Career Education for Deaf Students: An In-Service Leader's Guide.

Rochester Univ., N.Y. Coll. of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 75

Note—208p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Aurally Handicapped, *Career Education, *Deaf, Educational Objectives, Exceptional Child Education, Guidelines, *Inservice Teacher Education, *Instructional Materials, Lesson Plans, *Program Descriptions, Program Development, Secondary Education, Special Education Teachers, Vocational Education

Presented is the leader's guide developed as part of a 3-year project to generate career education activities involving classroom teachers and career education materials for use with deaf secondary level students. Part I, on a career education program model, provides information on the program rationale (including various program channels), administrative considerations (including commitments, priorities, and operational considerations), objectives of career education (concerning both student attitudes and competencies), and program activities and materials. Considered in Part II, on the career education inservice program, are inservice program procedures, materials, and evaluation. Ten lesson plans for the inservice sessions are provided which cover such topics as career insights and self awareness gaming, learning the gaming techniques, and clarifying work attitudes and values. Over half the guide consists of appendices which provide detailed lists of inservice session objectives, scripts for slide audiovisual materials, and exercises. (DB)

ED 127 770 EC 091 004

Lynch, Edward J.

Program for Hearing Impaired Adolescents: Secondary School Phase. Maxi II Practicum Report.

Nova Univ., Fort Lauderdale, Fla.

Pub Date May 76

Note—248p.; Maxi II Practicum Report, Nova University

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—*Aurally Handicapped, Cost Effectiveness, Exceptional Child Education, Practicums, *Program Design, *Program Evaluation, *Regional Programs, Regular Class Placement, Resource Teachers, Secondary Education

Identifiers—*Massachusetts

Described in the practicum report is the design, implementation, and evaluation of the first comprehensive high school program for five hearing impaired adolescents in Southeastern Massachusetts. Sections focus on the following topics: the Southeastern region's need for a high school hearing impaired program, the impact of the state invitation to develop such a program, the follow through of local and regional acceptance and program design, the Taunton High School program, program evaluation, and program cost efficiency. It is reported that the program has resulted in the specification and accomplishment of such goals as mainstreaming each handicapped student, whenever possible, into regular school and classroom activities. Noted is the active participation of enrolled students, their parents, their resource teacher, and their building administrator in a critique of program effectiveness. Stressed is the linkage relationship of the program with a preschool program serving hearing impaired children within the region. It is concluded that multifaceted evaluation has determined the program to be a productive and cost efficient operation which is to be continued and expanded. The major portion of the document consists of appendices such as the text of the state department invitation, guidelines for programs serving the hard of hearing, staff job descriptions, an outline of the program of studies at the high school, and a survey form. (DB)

ED 127 771 EC 091 005

Drew, Herbert A., Jr.

Program for Hearing Impaired Children: Preschool Phase. Maxi II Practicum Report.

Nova Univ., Fort Lauderdale, Fla.

Pub Date Apr 76

Note—203p.; Maxi II Practicum Report, Nova University

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Aurally Handicapped, *Cooperative Programs, *Delivery Systems, *Educational Programs, Exceptional Child Education, *Hard of Hearing, Inservice Teacher Education, Parent Education, Preschool Education, *Regional Programs, State Programs

Identifiers—*Massachusetts

Reported are results of a practicum from which a regional program for hard of hearing preschool children was developed and implemented which provided direct classroom services, parent counseling and inservice educational programs for school districts in the southeast region of Massachusetts. Noted is the delivery model of an educational collaborative to provide services for low incidence handicapped children. Discussed are the regionalization concept, the TRIAD model (a three member goal setting scheme for aspirational indexes), and the staffing and organizational relationships developed between two polar programs (preschool and secondary levels) within a region. Sections are given to topics such as state regionalization, the impact of rubella, development of a federal grant, definition of the population served, and evaluation of eight specific objectives such as the provision of individual and group counseling services to parents and the design of an inservice training program. Emphasized is the linkage of the program with a secondary program for deaf students. Evaluation is reported to show student gains based on criterion referenced measures and attendance records indicating acceptance of the educational program. Continuation and expansion of the model program is reported. A major portion of the document consists of appendices including the federal grant proposal, public announcements, job descriptions, and a rating scale. (DB)

ED 127 772 EC 091 006

Silliman, Ben Alexander, David

Legal and Ethical Considerations of School Placement for Exceptional Children.

Pub Date Feb 76

Note—13p.; Paper presented at the Annual Career, Counseling and Vocational Education

Conference on Placement (5th, Blacksburg, Virginia, February 7, 1976).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Conceptual Schemes, Court Cases, *Due Process, *Equal Education, Ethics, Exceptional Child Education, Federal Legislation, *Gifted, *Handicapped Children, *Models, Nondiscriminatory Education, Student Evaluation, *Student Placement

A proposed model for the process of placement of exceptional (handicapped and gifted) children is described in terms of historical, ethical, procedural, and legal aspects. It is noted that historically IQ scores served as the main placement criterion. Stressed in the proposed model is the right of all children to an appropriate education and the right of due process for all involved persons. Described are the roles of screening, evaluation, assessment, placement, and followup in the process model. Reviewed are results of court cases (such as *Mills v. Board of Education of the District of Columbia*) and due process requirements of Public Law 93-380. Outlined are the ethical and legal requirements of the due process procedure in terms of prior notice, the due process hearing, the hearing procedures, and the decision. (DB)

ED 127 773

EC 091 007

A Competency-Based Model for the Preparation of Teachers of Very Young Handicapped Children. Ohio State Dept. of Education, Columbus. Home Economics Section.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jun 74

Grant—OEG-0-73-2728

Note—121p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Child Care, *Child Development, *Curriculum, Exceptional Child Education, *Handicapped Children, Human Relations, Infancy, *Performance Based Teacher Education, Preschool Education, *Special Education Teachers, Teacher Education

Presented is a competency based curriculum for the preparation of teachers of very young (0-6 years old) handicapped children which includes knowledge and application competencies in the areas of child growth and development, caregiving approaches, caregiving curriculum and physical environment, and self development and human relations. Competencies in child growth and development are listed for the following areas: theoretical, research, and applied bases of child growth and development; disabilities; family development; and health care and safety. Listed are competencies in caregiving approaches in terms of problem solving and models of early childhood education. Also included are competencies in curriculum and the physical environment; and competencies in self development and human relations which include basic communication skills, the learning environment, and personal and professional growth. A list of suggested readings follows each group of competencies. Also provided are a list of 83 possible field experiences (such as administering tests and observing a child in his home) and a glossary of approximately 60 terms (such as "caregiving" and "competence"). (DB)

ED 127 774

EC 091 009

Castle, Diane L.

Telephone Training for Selected Deaf Students.

Pub Date Jun 76

Note—14p.; Paper presented at the National Convention of A. G. Bell Association for the Deaf (Boston, Massachusetts, June 24, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Auditory Tests, *Aurally Handicapped, *Communication Skills, Employment Potential, Exceptional Child Education, Hearing Aids, Oral Communication, Performance Tests, Questioning Techniques, *Skill Development, *Telephone Communication Systems, *Telephone Instruction

The Communications Aids Lab at the National Technical Institute for the Deaf was designed for training the hearing impaired to participate in various telephone communication situations through the use of special equipment and learned strategies of communication. Approximately 44% of the students, having non-functional hearing and unintelligible speech, were trained to use visual telephone equipment; while the 22% having good speech and language skills with a limited

range of hearing were taught to use auditory codes. Thirty-three students (approximately 25%) with potential to use the standard telephone were tested in the areas of hearing discrimination, average hearing level, frequency range of hearing, speaking ability, and English skills; and were enrolled in a third special course. These students were taught (1) to analyze their problems on the telephone; (2) to overcome those problems with six specific strategies such as asking for repetition of information and spelling of names; and (3) to gain confidence through use of the strategies in telephone practice with strangers. By the end of the course, 15% of the students were able to communicate using one or two strategies, 73% by adding one or two more strategies, and 12% relied on all six strategies. (IM)

ED 127 775

EC 091 081

Cassidy, Phil

Survey of School Programs for Gifted and Talented Students. Research Report.

Pub Date May 75

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Facilities, *Educational Programs, Exceptional Child Education, Foreign Countries, *Gifted, Secondary Education, *Surveys

Identifiers—Ontario (North York)

Reported are the results of a survey of junior high and high school principals in North York, Ontario, concerning programs for gifted students. Returned were approximately 55% of the questionnaires containing 18 items covering such areas as identification of gifted and talented students, curriculum programs, follow-up programs, observation by teachers of other school programs, and budget allocations. Noted are results such as the following: teachers identify the gifted students in 56% of the responding schools, 22% of the schools use psychological consultation, and 19% of the principals have no plans for identification; 78% kept gifted students in mind when developing curriculum, but only 48% had a designated gifted program; 9% reported having a follow-up program; 40% of the teachers have the opportunity to observe other school programs; and 13% have specific budget allocations for gifted students. (IM)

FL

ED 127 776

FL 005 511

Savignon, Sandra J.

Other Peoples' Languages: A Game Everyone Can Play.

Pub Date Nov 73

Note—17p.; Paper presented at the Indiana Foreign Language Teachers' Association fall meeting (Indianapolis, Indiana, November 2, 1973)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Childrens Games, *Classroom Games, *Communicative Competence (Languages), Educational Games, Elementary Secondary Education, Higher Education, Language Fluency, *Language Instruction, Language Skills, Linguistic Competence, Linguistic Performance, Pattern Drills (Language), *Second Language Learning, *Teaching Methods, *Verbal Ability

Communicative competence, the ability to use a language effectively in unrehearsed transactions with native speakers, must be the ultimate goal of language teaching. Drills and repetition of patterned phrases do not, in and of themselves, lead to real language use. We should begin giving students opportunities to use language in unrehearsed, unstructured situations much earlier than we currently do. The focus should be from communicative competence to linguistic competence, not vice versa. A research project revealed that a group of beginning French students who had been given systematic opportunities for creative use of French in a variety of unrehearsed settings far outperformed the control group in tests designed to evaluate communicative competence. A cultural context can be simulated to give authenticity to language learning and bring about emotional involvement on the part of the students. Games are as yet a relatively unexploited means for generating spontaneous language transactions. *Mais vous etes ma

femme!" is an example which meets all criteria for a good language game. The primary concern of the language teacher must be authenticity in the classroom. Grammatical exercises and drills are most effective following, not preceding, the opportunity for free use of language. (CFM)

ED 127 777

FL 006 759

Hutcheson, James W.

Notes on Complete Consonantal Assimilations.

Pub Date Apr 73

Note—11p.

Journal Cit—Working Papers in Linguistics; n14 p58-64 Apr 1973

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Arabic, *Articulation (Speech), Consonants, Finnish, Generative Phonology, Latin, *Linguistic Theory, *Phonological Units, *Phonology, Suprasegmentals, Synchronic Linguistics, Vowels, Yakut

Identifiers—Assimilation (Language), Sandhi

This paper is one of a number of studies within the conceptual framework of natural phonology, according to which phonological processes are of two kinds, context-free and context-sensitive. Context-free changes can be explained by the character of the sounds themselves; context-sensitive processes are explained largely by the function of the actual processes and by the character of the sounds affected by them. This paper investigates the operation of complete consonantal assimilations within this framework. Complete assimilation results in the complete identity of the two sounds involved. Evidence from English casual speech is offered supporting the principle claiming that complete assimilations normally occur only when the segments involved are already very similar. Sandhi phenomena in Arabic and Yakut are shown to support this principle. Latin assimilations and Finnish consonant gradation are considered. The following points are emphasized: (1) Complete assimilations normally affect sounds already very similar; (2) If relatively different sounds assimilate completely, so will less different sounds - assimilations operate hierarchically; (3) Nonphonological conditions can play a role in triggering assimilatory processes. (CHK)

ED 127 778

95

FL 007 686

Marashi, Mehdi

Persian Achievement Tests for Aural Comprehension, Speaking, Reading and Writing at the Intermediate Level.

Utah Univ., Salt Lake City. Middle East Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Contract—OEC-0-74-3206

Note—219p.

Available from—Middle East Center, University of Utah, Salt Lake City, Utah 84112

Document Not Available from EDRS.

Descriptors—*Achievement Tests, *College Language Programs, Higher Education, *Language Instruction, Language Proficiency, Language Skills, *Language Tests, Listening Comprehension, Morphology (Languages), *Persian, Pronunciation, Reading Skills, *Second Language Learning, Speech Skills, Vocabulary, Writing, Writing Skills

Identifiers—National Defense Education Act Title VI, NDEA Title VI

This volume contains achievement tests designed for American students who have completed second-year Persian. They are constructed on the basis of materials related to course syllabi. The tests are tailored to the needs of the conventional second-year Persian program on the college level, where emphasis is usually placed more on reading, translation and grammar, and to a lesser degree on speaking and writing. Preceding the tests, the sources of test data are reviewed. The allocation of points in each section of the test syllabus is outlined, and test administration details such as timing and scoring are described. The linguistic content covered at the second-year level includes pronunciation, sentence patterns, morphemes, and vocabulary. The actual test is divided into four sections: (1) Aural Comprehension and Speaking, (2) Reading and Vocabulary, (3) Writing and Grammatical Structures, and (4) Dictation. The oral sections of the tests, including the dictation, are designed to be administered in a language lab by means of master tapes. (CLK)

ED 127 779 FL 007 687

Marashi, Mehdi

Persian Achievement Tests for Aural Comprehension, Speaking, Reading and Writing at the Elementary Level.

Utah Univ., Salt Lake City. Middle East Center. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Contract—OEC-0-74-3206

Note—194p.

Available from—Middle East Center, University of Utah, Salt Lake City, Utah 84112

Document Not Available from EDRS.

Descriptors—*Achievement Tests, *College Language Programs, Higher Education, *Language Instruction, Language Skills, Language Tests, Listening Comprehension, *Persian, Pronunciation, Reading Skills, *Second Language Learning, Vocabulary, Writing

This volume contains achievement tests designed for American students studying Persian at the elementary level. They are constructed on the basis of materials related to course syllabi. Preceding the tests, the sources of the test data are reviewed and the main ones are listed. The allocation of points in each section of the test syllabus is outlined and test administration details such as timing and scoring are explained. The linguistic content covered at the elementary level includes pronunciation, sentence patterns, morphemes, orthography, and vocabulary. The actual test is divided into four main sections: (1) Aural comprehension and speaking, (2) Reading and Vocabulary, (3) Writing and Grammatical Structures, and (4) Dictation. The oral sections including the dictation, are designed to be administered in a language lab by means of master tapes. (CLK)

ED 127 780 FL 007 705

Hayes, Francis

Una miscelanea de refranes espanoles raros, curiosos, y jocosos (A Miscellany of Rare, Curious and Humorous Spanish Proverbs).

Note—16p.; In Spanish

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Expressive Language, Idioms, *Language Usage, *Proverbs, Resource Materials, *Spanish, Vocabulary

This listing of unusual Spanish proverbs contains words of wisdom on money, doctors, agriculture, students, procrastination, pessimism, war, good and evil, religion, God, and a host of other topics. The topic of each proverb is given in English. (CHK)

ED 127 781 FL 007 740

Sole, Yolanda R.

Language Maintenance and Language Shift among Mexican American College Students.

Pub Date 75

Note—28p.

Available from—John G. Bordie, Foreign Language Education Center, University of Texas, Austin, Texas 78712

Journal Cit—Journal of the Linguistic Association of the Southwest; v1 n1 p22-47 Aug 1975

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Bilingualism, Bilingual Students, College Students, Diglossia, English, *Language Proficiency, *Language Usage, *Mexican Americans, Social Relations, Sociolinguistics, *Spanish

Identifiers—*Code Switching, *Language Maintenance

The aim of this study is threefold: (1) to explore differential/nondifferential code allocations for Spanish and English according to different domains of social interaction among Mexican-American college students; (2) to determine what linguistic and demographic variables are associated with differential usage patterns; (3) to relate the findings of this survey to those of other language-maintenance studies conducted among different Mexican-American subpopulations. Data for the study were obtained by mail questionnaires in the summer of 1974. One hundred and sixty-four students of Mexican descent, enrolled at The University of Texas at Austin, served as respondents. (Author)

ED 127 782 FL 007 772

Wheatley, Iris Alicia Velez
Relevant ESL for the Teenager.

Pub Date 24 Apr 76

Note—20p.; Paper presented at the Massachusetts, Association of Teachers of English to Speakers of Other Languages (April 24, 1976); Clippings on pages 16-18 may reproduce poorly due to small print

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bilingual Students, Daily Living Skills, *English (Second Language), English Instruction, Instructional Materials, *Job Application, Job Skills, Junior High School Students, *Language Skills, *Lesson Plans, Reading Instruction, *Teaching Guides, Writing Skills

This guide was prepared for the ESL teacher to help bilingual students learn the English reading and writing skills necessary to acquire a summer job. These lessons are relevant to students' needs, an important factor in generating interest and motivation. General objectives are: to design a relevant ESL program for teenagers; to help monolingual students become fully bilingual; to teach ESL students how to follow directions; to teach the use of the dictionary, how to fill out forms, and use of the telephone. Units presented here include a welcome to the community; applying for a Social Security number; seeking a job; using the telephone; shopping at a department store, and visiting the doctor. Materials needed include newspapers, maps, telephone directories, catalogues, forms from various agencies - gas company, post office, telephones, and certain books and films. Lesson worksheets are appended. (CHK)

ED 127 783 FL 007 783

Welna, Jerzy

Deceptive Words: A Study in the Contrastive Lexicon of Polish and English.

Pub Date 76

Note—18p.; To appear in Papers and Studies in Contrastive Linguistics, 6, 1977 (Poznan)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Contrastive Linguistics, English, *Polish, *Semantics, *Structural Analysis, *Vocabulary

Identifiers—Deceptive Cognates, False Cognates, Semantic Interference

In the lexicons of Polish and English are words whose formal (i.e., phonetic or graphic) structure is similar but is at the same time accompanied by only partial semantic correspondence or by the absence of any semantic similarity. Such pairs of words were labelled as "deceptive cognates" by Lado. The present paper tries to systematize such deceptive pairs existing in Polish and English. Attention has been focused on those whose meanings are in full contrast (e.g., E-lecture vs. P-lektura: speech v. reading-list, etc.). The lists of deceptive pairs have been extracted from recent editions of popular English and Polish dictionaries, monolingual and bilingual. (Author)

ED 127 784 FL 007 792

Rodman, Robert

Movement Constraints on Transformations That Do Not Move Elements. Studies in East Asian Syntax.

California Univ., Los Angeles. Dept. of Linguistics.

Pub Date 72

Note—33p.; Paper presented at the Annual California Linguistics Conference (First, May 1972)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Contrastive Linguistics, Deep Structure, English, Grammar, Japanese, Kannada, Korean, *Language Patterns, Language Research, Mandarin Chinese, *Syntax, Thai, *Transformation Generative Grammar, *Transformations (Language)

A number of grammatical transformations are studied which often, but not always, involve the movement of constituents. Data from English, Japanese, Kannada, Korean, Mandarin Chinese and Thai are investigated in an attempt to discover a principle (of potentially universal scope) that governs certain constraints that must be imposed on these transformations. The principle discovered and defended is: A sentence, or part of a sentence, once subject to subdivision, may not be further subdivided by a foregrounding operation. The notion of foregrounding is discussed as well as a specification of the notion subdivision. Several potential counterexamples to the principle are discussed as well. (Author)

ED 127 785 FL 007 796

Perfetti, Charles A. And Others

Memory During Oral and Silent Reading.

Pub Date 76

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cognitive Processes, Language Research, *Memory, Psycholinguistics, Reading, *Reading Comprehension, *Recall (Psychological), Retention, Semantics, Syntax, *Vocabulary

Following reading and listening tasks, adult long-term memory is high in semantic information and low in syntactic and lexical information. Comprehension during reading and listening must depend to some extent, however, on short term retention of linguistic information that is less abstract and shares more features of the input than the semantic products of comprehension observed in long-term memory. This paper describes a study focusing on short-term memory for discourse, with three basic issues: (1) the role of linguistically marked units in recallability of words just read, (2) information organization schemes as opposed to short-term memory handling of information, and (3) oral vs. silent reading. Thirty-two third and fourth graders from an urban parochial school in a white working class neighborhood were divided into two different skill levels determined by scores from the Metropolitan Achievement Test. Both simple and difficult reading tasks were given. The overall results support a model of reading comprehension skill emphasizing short-term memory quantitative differences in memory function during reading. The fact that differences were found between the groups in listening, silent reading and oral reading but not in probe digit performance suggests that differences in language memory functions are not wholly dependent on decoding or simple short-term memory capacity. (CLK)

ED 127 786 FL 007 824

Brumfit, C. J.

The Role of the Methodology Component in the Training of Teachers of English as a Second or Foreign Language. ELT Documents (76/1).

British Council, London (England). English Teaching Information Centre.

Pub Date Jan 76

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Course Content, Course Descriptions, Curriculum Guides, Education Courses, *English (Second Language), *Language Teachers, *Methods Courses, Preservice Education, *Teacher Education, *Teacher Education Curriculum, Teacher Educator Education, Teaching Experience, *Teaching Methods

The total teacher-training program must take into account the needs of the teacher as well as realistic expectations as to further training, school facilities, hours to be taught, etc. Within this context, the methodology course will illustrate and synthesize the general aims of the training, as well as providing specific training in technical skills appropriate to the subject to be taught. Teacher training must relate theory to specific situations. To do this the trainer must have experience with the institutions the trainee is being prepared for. In addition, it is desirable to involve the trainee in planning the training course. A suggested methodology scheme for EFL teachers in a secondary-school setting includes twenty major components (various language skills, testing, materials, etc.) against which seven possible areas of overlap are noted: history, sociology, philosophy, linguistics, psychology, statistics, and resources. The scheme includes an initial theoretical framework, followed by specific illustrations, and finally a number of general points by way of summary. The emphasis throughout the training should be on various forms of small-group activity, and cooperative student effort, with a minimum amount of lecturing on the part of the trainer. (AM)

ED 127 787 FL 007 825

Early, P. B.

English-Language Teaching in the Republic of Croatia, Yugoslavia: Some Recent Developments. ELT Documents (76/1).

British Council, London (England). English Teaching Information Centre.

Pub Date Jan 76

Note—6p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Applied Linguistics, *Curriculum Development, Curriculum Planning, Educational Improvement, Educational Planning, *English (Second Language), *English for Special Purposes, Individualized Instruction, *Language Instruction, Language Teachers, Material Development, *Modern Language Curriculum, Multimedia Instruction, Secondary Education, Second Language Learning, Student Motivation, Student Teacher Relationship, Teacher Attitudes, Teacher Education, Teaching Methods

Identifiers—*Yugoslavia (Croatia)

English is now the leading foreign language in Croatia. Within the framework of a general reform of the Yugoslavian education system, between 1972 and 1975, a particular attempt has been made to reform the ELT program in the four-year secondary-school cycle. One important distinction to be made was that of the differing needs of students in the technical program and those in the humanistic program. Therefore, performance objectives were to be set for English for Special Purposes, and for English for General Communicative Purposes. Curriculum reform was to be carried out in the areas of: syllabus design; textbook rewriting and adoption of new materials; the multi-media approach; individualized instruction; and teacher training courses. Teachers have enjoyed full participation in decision-making, and student motivation has been taken into account throughout the period. The Croatian Education Department has also included outside groups in its planning. Experimental materials have been developed for use with radio, television, and documentary series. The possibility is being examined of Croatian publishing houses producing modular materials for use in Croatian secondary schools. In addition, non-Yugoslav expertise has been invited in the form of workshops, consultations, etc. Although many problems remain, it is felt that the reform represents a break from a structuralist to a pragmatic and eclectic approach, and that further progress can only be made with experience. (AM)

ED 127 788

FL 007 826

Johnson, Keith

The Production of Functional Materials and Their Integration within Existing Language-Teaching Programmes (with Special Reference to the Secondary School Syllabus of Croatia, Yugoslavia). ELT Documents (76/1).

British Council, London (England). English Teaching Information Centre.

Pub Date Jan 76

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Curriculum Design, *Curriculum Guides, Curriculum Planning, Curriculum Problems, Educational Planning, *English (Second Language), Instructional Materials, *Language Instruction, *Modern Language Curriculum, Secondary Education, Second Language Learning, Structural Grammar, Teaching Methods

Identifiers—*Functional Syllabi, *Yugoslavia (Croatia)

The notion of a functional syllabus has received widespread attention in recent years, so much so that in many cases it is being used where it is not suitable. One question is to what extent the functional syllabus may provide a framework for learning language structure, as it is difficult to impose any kind of structural organization on a functional syllabus. Where this is important, as in beginner courses, a functional design might better be avoided. A grammatical approach at the elementary level, followed by a functional approach at an advanced level, may be the best solution. A recommended approach is one that proposes gradual, small-scale development of functional materials to be integrated as part of already-existing programs. One example of how a functional component may be so integrated can be found in the third- and fourth-year program of Croatian secondary schools, where a specialized program is in use, but a common-core syllabus represents areas of common needs irrespective of specialization. A functional component integrated in the common-core syllabus could use theme-specific materials of the source texts as a starting point for a wide range of topics, and could be expected to help develop communication ability in everyday conversational interactions. (Author/AM)

ED 127 789

FL 007 841

Woodward, James C., Jr.

Signs of Change: Historical Variation in American Sign Language.

Gallaudet Coll., Washington, D.C.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date 76

Note—15p.

Journal Cit—Sign Language Studies 10; p81-94 Spr 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Contrastive Linguistics, *Deaf, *Diachronic Linguistics, Dictionaries, Language Development, Language Research, *Language Variation, Lexicology, *Manual Communication, *Sign Language, Synchronic Linguistics, Syntax

Identifiers—*American Sign Language, French Sign Language

American Sign Language (ASL) is historically related to French Sign Language (FSL) of the early 19th century. A study underway at Gallaudet College is researching the historical development of both languages treating syntax, lexicon and formation. This paper deals with data in the form of still photos collected in France and published in a dictionary by Pierre Oleron. Comparison is made of formational differences between modern FSL and modern ASL signs. Differences are discussed in terms of fluidity in compounds and differences in locations, movements and handshapes. Some differences relate to historical change processes in ASL: variations in fluidity of compounds; centralization; elbow-to-hand shift; morphological preservation; compensatory lengthening; simplification of movement; assimilation of movement; rule of thumb; loss of handshape; assimilation of handshape, and G-to-H change. Other variations may be products of early creolization of FSL and ASL: movement metathesis; maximal differentiation of movement; metathesis of handshape and maximal differentiation of handshape. When there is a relation of historical change between signs of FSL and ASL, the FSL sign usually has an older form. Relationships between FSL and ASL are highly systematic and similar to historical relationships among oral languages. (CHK)

ED 127 790

FL 007 882

Politzer, Robert L.

On Hyphenated Linguistics and Hyphenated Americans. CATESOL Occasional Papers, No. 1.

California Association of Teachers of English to Speakers of Other Languages.

Pub Date 74

Note—8p.; For related documents, see FL 007 883-888

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Applied Linguistics, Communication (Thought Transfer), Cross Cultural Studies, Educational Philosophy, *English (Second Language), Language Attitudes, *Language Instruction, Language Variation, Learning Processes, Linguistic Theory, Mexican Americans, Negroes, Nonstandard Dialects, *Psycholinguistics, *Second Language Learning, Sociocultural Patterns, *Sociolinguistics, Student Motivation

The relevance of psycholinguistics and sociolinguistics to language instruction is discussed. English as a second language has traditionally been ignored by English departments, and second language teaching in general has received little attention in language departments because of the emphasis on literary studies. ESL and EFL have emerged under the aegis of linguists interested in language acquisition, and have traditionally been directed at foreign students, while neglecting segments of the American population that are proficient in other languages or are in need of instruction in English as a second dialect. Psycholinguistics has contributed to alter this situation by attempting to understand the learning process. Sociolinguistic studies have contributed by: (1) examining what elements of culture and what cultural patterns are necessary to facilitate the communication process between different cultural groups, (2) defining the study and the awareness of the language teaching process, and (3) studying motivation and language attitudes. (CLK)

ED 127 791

FL 007 883

McIntosh, Lois

The Professional Teacher of English as a Second Language. CATESOL Occasional Papers, No. 1. California Association of Teachers of English to Speakers of Other Languages.

Pub Date 74

Note—3p.; For related documents, see FL 007 882-888; Paper presented at the Annual Convention of the California Association of Teachers of English to Speakers of Other Languages (San Francisco, Calif., April 26-28, 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cultural Education, *English (Second Language), *Language Instruction, Language Patterns, Language Skills, *Language Teachers, Language Usage, Professional Personnel, *Second Language Learning, Sociocultural Patterns, Teacher Education, *Teaching Methods, Textbooks

This paper discusses the profession of teaching English as a second language. The problems encountered in classes taught by untrained amateurs are discussed, and the strategies of the professional teacher are outlined. She or he begins by finding out who the students are, what they need to know, and how they will have to use English. In this way, contexts that have meaning for the student can be provided. The language is to be taught as it is used in society and not in an artificial manner. Specific ways of getting at real language usage are described. The need for order in teaching is stressed, as opposed to a "bits and pieces" approach. Teaching language also involves the teaching of culture. This entails an awareness of the students' cultural background in order not to force some aspects of American culture on them too quickly. The professional language teacher should also be capable of effectively evaluating textbooks and teaching materials. (CLK)

ED 127 792

FL 007 884

Ferrin, Barbara

A Study of Responses to Wrong-Number Telephone Calls. CATESOL Occasional Papers, No. 1.

California Association of Teachers of English to Speakers of Other Languages.

Pub Date 74

Note—7p.; For related documents, see FL 007 882-888

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Communicative Competence (Languages), *English, Language Patterns, *Language Styles, *Language Usage, *Oral Communication, Response Mode, *Sociolinguistics

Identifiers—*Telephone Calls

This paper reports on a study designed to investigate the kinds of responses people produce during wrong-number telephone calls and to discover the rules that appear to govern the choices of the responses and their relationships. Fifty-seven calls were placed at different times during the day over a period of several weeks. The sentences used to elicit responses and the number of utterances per call were noted. All utterances were judged to be grammatical, for the most part elliptical constructions or abridged sentences. In all of the calls, the person called spoke first. In terms of the rules governing responses and relationships, the telephone appears to work as a control over those using it. Upon a summons, one must pick up the phone and speak. The answerer pauses to allow the caller to provide the topic, and alternative question-answer pairs follow. The person called does not inquire the caller's name or his reasons for calling, and his answers do not digress from the topic. Brevity, relevance, politeness, and clarity prevail, and in the case that politeness and clarity conflict, the latter takes precedence. (CLK)

ED 127 793

FL 007 885

Polos, Pamela

Professional or Paraprofessional? CATESOL Occasional Papers, No. 1.

California Association of Teachers of English to Speakers of Other Languages.

Pub Date 74

Note—5p.; For related documents, see FL 007 882-888

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Community Colleges, *English (Second Language), Language Instruction,

*Language Teachers, Masters Degrees, *Paraprofessional School Personnel, *Professional Recognition, *Salaries, Second Language Learning, Teacher Aides, Teacher Responsibility, Teacher Role, Teaching Assistants

The paraprofessional individuals involved in English as a second language (ESL) teaching in community colleges are discussed. The traditional definition of the paraprofessional is a non-certified aide, usually a student with little or no instruction in how to tutor ESL students, who helps with oral reading problems and specific language problems. A new kind of paraprofessional is emerging, however: certified teachers with a Master's Degree in English, Linguistics, language studies, or English as a Second Language, who may be responsible for running class sessions. This involves not only correcting homework, but planning class sessions, testing, and grading. Regular paraprofessionals and M.A. paraprofessionals do have one thing in common, however: their rate of pay. The term paraprofessional does not always refer to the education, training or ability of a given assistant, but it can be seen as a category specifying salaries. This paper constitutes a plea for professional benefits and recognition, also in terms of earnings, for those paraprofessionals holding Master's degrees. (CLK)

ED 127 794 FL 007 886

Jameson, Gloria

Cross Cultural Communication through Literature: An Analysis of the Response of Foreign Students to "An Introduction to English Literature," a University General Education Course. CATESOL Occasional Papers, No. 1.

California Association of Teachers of English to Speakers of Other Languages.

Pub Date 74

Note—16p.; For related documents, see FL 007 882-888

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Curriculum, *Course Evaluation, *Cultural Awareness, Cultural Education, *English (Second Language), Foreign Students, Higher Education, *Language Instruction, Language Skills, Literature, *Literature Appreciation, Modern Language Curriculum, Poetry, Reading Materials, Second Language Learning, Short Stories, Teaching Methods

This paper describes the use of literature in an English as a second language course, and the response of foreign students to such a procedure. The responses of 113 students from 20 different countries, speaking twenty-four languages, were compared with those of thirty-five American students having English as their first language. The course consisted of readings in poetry, drama, and short stories, accompanied by discussion and written analyses. Reading selections were from the recent past, so that they would be modern in language and content and related to current life, and yet far enough removed to be seen as a pattern and examined as such. Both multiple choice tests and essays were used for evaluation purposes. Tapes and films were also used to supplement instruction. It was found that students enjoyed the course and felt stimulated to read more. Students suggested having more discussion and student participation in the choice of test materials. Test scores indicated that reasoning and writing in English were the most difficult tasks encountered by non-native speakers. Scores also pointed to the relative importance of a given literary form in a given culture. (CLK)

ED 127 795 FL 007 887

Cook, Margaret

Transitional Speech Features in the College Lecture. CATESOL Occasional Papers, No. 1.

California Association of Teachers of English to Speakers of Other Languages.

Pub Date 74

Note—12p.; For related documents, see FL 007 882-888

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Colleges, *English, Higher Education, Language Patterns, *Language Styles, *Language Usage, *Lecture, Oral Communication, *Sociolinguistics, Speech, Speeches, Speech Habits, Written Language

This paper examines the speech performance characteristic of the college lecturer. One of the most organized forms of speech performance, the lecture functions as a referential monologue and

has a necessarily topical focus. Specifically dealt with are the ways in which lecturers introduce new topics, link together topical utterances, and close out episodes. Various transitional tactics are examined as general features of speech that correlate closely with the transitional devices in written communication. The analysis is based on the assumption that connectives are normative features in lecture-type speech acts and that they are rule-governed according to the direction imposed by the speaker on the narrative. The three general rules for maintaining and directing relevance in speech are: (1) topic continuation, (2) topic recycling, and (3) topic change. The editing rule is at work when the lecturer interrupts himself to redirect the lecture. It is found that smooth transitions are attempted by all lecturers regardless of style differences in performance. Examples are provided in an appendix. (CLK)

ED 127 796 FL 007 888

Kern, Ann

MAP: Materials Acquisition Project. CATESOL Occasional Papers, No. 1.

California Association of Teachers of English to Speakers of Other Languages.

Pub Date 74

Note—5p.; For related documents, see FL 007 882-887

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Audiovisual Aids, Biculturalism, *Bilingual Education, Elementary Secondary Education, Information Dissemination, Instructional Aids, *Instructional Materials, Language Instruction, Material Development, *Media Selection, *Portuguese, Second Language Learning, Slides, *Spanish, Spanish Speaking, Tape Recordings, *Textbook Evaluation, Textbook Selection

Identifiers—*Materials Acquisition Project

The Materials Acquisition Project was created by the Bilingual Education Programs Branch of the U.S. Office of Education to make available information concerning instructional materials currently published in Spanish- and Portuguese-speaking countries to teachers of elementary and secondary bilingual-bicultural education classes in the United States. The functions of the project are to: (1) identify and acquire from foreign countries copies of educational materials in Spanish and Portuguese, such as texts, supplements, posters, recordings, slides and tapes, for potential use in American bilingual education programs; (2) field-test materials in elementary and secondary bilingual-bicultural classes; (3) identify comparable concepts in texts in Spanish and Portuguese and in English texts and compile a parallel list of texts; (4) provide for the revision of outstanding materials that require little rewriting to make them relevant to Spanish-speaking students in the United States, and promote the publication of K-6 textbook sets in fine arts, language arts, math, and science; and (5) make information on the project's objectives and operation available. Means of fulfilling each of these functions are described. (CLK)

ED 127 797 FL 007 889

Filipovic, Rudolf, Ed.

B. Studies: 6. The Yugoslav Serbo-Croatian-English Contrastive Project.

Center for Applied Linguistics, Washington, D.C.; Zagreb Univ. (Yugoslavia).

Pub Date 75

Note—179p.

Available from—Dorothy Rapp, Center for Applied Linguistics, 1611 N. Kent St., Arlington, Va. 22209 (\$5.00)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Contrastive Linguistics, English, English Instruction, Error Patterns, Instructional Materials, Interference (Language Learning), *Language Instruction, *Language Research, Psycholinguistics, *Second Language Learning, *Serbo-Croatian, Synchronic Linguistics

Identifiers—*Error Analysis, Yugoslavia

Articles in this volume relate to the Yugoslav Serbo-Croatian-English Contrastive Project: (1) "The Yugoslav Serbo-Croatian-English Contrastive Project at the End of its Second Phase (1971-1975)." Rudolf Filipovic: Pedagogical goals and application of contrastive analysis are best achieved when accompanied by error analysis. Reports, papers and pedagogical materials resulting from the second phase are discussed and

a third phase projected. (2) Dora Macek's "Relatives in English and their Serbo-Croatian Equivalents": Discusses relatives in both languages through contrastive analysis and notes implications for a Serbo-Croatian learner of English. (3) "On Compiling Pedagogical Materials," Mirjana Vilke: Describes procedures used to test theories and the steps in constructing pedagogical materials. (4) Ralph E. Weber's "Critical Response to the Project": Examines comments made about the study. (5) This section presents biographical and bibliographical data on contributors to the project. (6) Zeljko Bujas, "On Translational Conversion in English: Serbo-Croat Contrastive Analysis": Outlines the problems of a contrastive study of conversion patterns in the two languages. (7) "On Serbo-Croatian Complement Sentences," Collette Craig: Classifies verbs in complement sentences and discusses tenses of embedded verbs. (8) Gordana Opacic, "On Psycholinguistics and its Assumed Relevance to Contrastive Analysis": Discusses theories of language acquisition. (CHK)

ED 127 798 FL 007 918

Culhane, P. T. And Others

University of Essex Language Centre Occasional Papers No. 7.

Essex Univ., Colchester (England). Language Centre.

Pub Date Nov 70

Note—109p.; Best copy available

Journal Cit.—Univ. of Essex Language Centre Occasional Papers; n7 Nov 1970

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—American English, Aptitude, *Attitude Tests, Error Patterns, *Language Ability, Language Proficiency, Languages for Special Purposes, *Language Tests, Language Variation, Modern Languages, *Second Language Learning, Statistical Analysis, Test Reliability, *Test Validity

Identifiers—British English, *Carroll Sapon Modern Language Aptitude Test, Language Aptitude

This collection of papers assesses the validity of the MLAT. It is not self-evident that a test designed for English speaking university students in America and validated there is necessarily valid in an English university. The differences between American English and British English are evident, and American universities admit a greater proportion of the population than do English ones and different entry qualifications apply. It is also possible that different educational methods lead to the strengthening of different aptitudes. The collection consists of three main sections: (1) Descriptions of the experiment and discussion of the MLAT with particular reference to its internal and predictive validity. A multiple regression analysis is used for this. (Culhane). (2) A description of the performance of a select group of students of "proved" linguistic ability, including error analysis of the sub-tests and a description of learning strategies for Part V. (Lee) (3) Detailed item analysis of sub-tests III and IV to determine which were the relevant factors operating in a speeded and a non-speeded sub-test. There is also a limited assessment of the validity of Part V in relation to a memory-based course in Scientific Russian. (Shepherd and Alford). (CHK)

ED 127 799 FL 007 919

An Information System Program For the Language Sciences. Final Project Report. LINCOS Project Document Series.

Center for Applied Linguistics, Washington, D.C. Language Information Network and Clearinghouse System.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—CALLINCOS-71-4

Pub Date Dec 71

Grant—NSF-GN-771

Note—83p.; Not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Automation, Clearinghouses, *Information Centers, *Information Networks, Information Processing, Information Retrieval, Information Science, Information Services, *Information Systems, Languages, *Linguistics, Resource Centers

This report summarizes the final results of project activities to define a discipline-based infor-

mation system program for the language sciences. The Center for Applied Linguistics' successful efforts to consolidate the relatively large and heterogeneous professional community are described in part one. Cooperation in the Language Sciences. Part two, on the Language Information Network and Clearinghouse System (LINC), contains an outline of the Center's concrete achievements in defining a flexible program framework for 1971-76, as well as a system concept for improved communication through formal channels, entailing: (1) voluntary collaboration among decentralized information processing efforts; (2) centralized clearinghouse functions utilizing modern automated techniques; and (3) a central source of program guidance and coordination based on the community's continuing advice and mandate. Appendices contain information about further projects related to LINC. (Author/AM)

ED 127 800 FL 007 920

Rose, Priscilla
Linguistic Bibliography Count. LINC Project Document Series.

Center for Applied Linguistics, Washington, D.C.
Language Information Network and Clearinghouse System.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—CALLINC-70-10
Pub Date Jul 71

Grant—NSF-GN-771
Note—30p.; Best copy available

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Bibliographic Citations, *Bibliographies, *Citation Indexes, Foreign Language Periodicals, Graphs, Language Classification, *Languages, *Linguistics, *Periodicals, Statistical Analysis, *Statistical Surveys, Subject Index Terms

Entries in the "Linguistic Bibliography for the Year 1967" (LB) were tabulated in order to determine the statistical characteristics of periodical coverage within each subject and language category in the LB's table of contents. The periodicals for which entries were tabulated included 998 journals and series, of which 632 are noted at least once as a source periodical among the entries tabulated in the study. Of the 226 categories on the LB's table of contents, 210 contained at least one periodical or serial entry in the study. Tables contain the following information: frequency of entries and periodicals by major categories; periodicals by total frequency of entries; journals contributing more than two citations in each major category; journals nominated by linguists for coverage by a current awareness service; and distribution of citations by major categories for journals nominated by linguists for coverage. (Author/AM)

ED 127 801 FL 007 921

Gifford, Carolyn
A Survey of Indexing Tools for the Language Sciences. LINC Project Document Series.

Center for Applied Linguistics, Washington, D.C.
Language Information Network and Clearinghouse System.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—CALLINC-70-6
Pub Date Jan 71

Grant—NSF-GN-771
Note—47p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Indexes (Locators), *Indexing, Information Retrieval, Information Science, Information Systems, Library Science, *Linguistics, Reference Materials, Research Tools, *Surveys, *Thesauri, *Vocabulary, Word Lists

In the preparation of a thesaurus for the Language Information Network and Clearinghouse System (LINC), a number of already existing indexing tools was consulted. Many of these provide important secondary sources of terminology and of term relations, in addition to the primary sources available in original texts. Others are models of thesaurus construction, and some are indexing tools with which the LINC thesaurus could interface. The discussion of indexing tools, which follows, first treats briefly two models of thesaurus construction (Project LEX and Roget's) which are relevant to LINC, then discusses in some detail secondary terminology

sources, their nature, and the way in which they can be used. Finally, the report considers the question of interface in view of the nature of several indexing tools in contact with LINC. An appendix lists core terms in the LINC collection of language oriented terms, as well as their intersection with another source. (Author/AM)

ED 127 802 FL 007 922

Ebersole, Joseph L.
Some Probable Technological Trends and Their Impact on an Information Network System.

LINC Project Document Series.
Center for Applied Linguistics, Washington, D.C.

Language Information Network and Clearinghouse System.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—LINC-3-70
Pub Date May 70

Grant—NSF-GN-771
Note—17p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (PB 192 494, MF \$0.95, HC \$3.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Automation, Clearinghouses, Computer Output Microfilm, Computer Programs, Computer Storage Devices, Indexing, *Information Networks, Information Processing, Information Retrieval, *Information Science, Information Services, Information Storage, *Information Systems, *Microforms, Program Costs, Resource Centers, *Technological Advancement, Time Sharing

Improvements in the technology associated with the information sciences will have their primary potential impact on the distribution of costs, information flow level, information availability, and use among information channels. This improvement implied not only a capability to perform a given function, but a lower cost. For example, the trend towards multi-access computers implies cheaper and more accessible processing. In considering storage costs, microfilm appears the most economically feasible for new information systems, although this presents new problems regarding the number of data banks and accessibility. The expansion of the micropublishing field should result in reduced relative costs, which in turn would mean greater availability. Vertical integration of channels suggest some answers for active subject areas with a high publishing rate and sizable community. The development of low-cost mini-computers has made possible searches by a remote user. Finally, the creation of standard formats and transferable computer programs will allow for tapping other data banks. (Author/AM)

ED 127 803 FL 007 923

Paulus, Susan Gilbert, Harry
A Statistical Profile of the American Language Sciences Core Community - 1968. LINC Project Document Series.

Center for Applied Linguistics, Washington, D.C.
Language Information Network and Clearinghouse System.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—LINC-2-70
Pub Date Oct 70

Grant—NSF-GN-771
Note—74p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Background, Educational Background, Educational Experience, Employment Experience, Employment Level, Geographic Distribution, *Linguistics, Professional Associations, *Professional Personnel, *Questionnaires, Statistical Data, *Statistical Surveys, Teaching Experience

A study was undertaken to obtain current information about individuals professionally concerned with linguistics and related fields. The study is based on information from the 1968 questionnaire of the National Register of Scientific and Technical Personnel. Four aspects of the core community are emphasized: (1) academic training: highest degree earned, year of highest degree, degree-granting institution, major subjects, and foreign languages studied; (2) professional characteristics: place of employment, professional identification, employment status, type of employer, work activities, ESL experience, and membership in professional societies; (3) biographic background: place of birth,

age and sex; and (4) mobility of the community: geographic distribution of the respondents according to birth, education, and employment. The study is supplemented by numerous tables, graphs, and maps illustrating the data, and a copy of the questionnaire is provided. (Author/AM)

ED 127 804 FL 007 924

Zisa, Charles And Others
A Survey of Journals in the Language Sciences.

LINC Project Document Series.
Center for Applied Linguistics, Washington, D.C.

Language Information Network and Clearinghouse System.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—LINC-18-69
Pub Date Sep 69

Grant—NSF-GN-771
Note—22p.

Available from—National Technical Information Service, Springfield, Virginia, 22161 (PB 186 111, MF \$0.65, HC \$3.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Foreign Language Periodicals, Languages, *Linguistics, *Periodicals, Statistical Analysis, Statistical Studies, *Statistical Surveys

Approximately 2,000 titles of journals and other periodicals which have published articles in the language sciences have been collected and examined. A determination has been made of the extent of their relevance to the language sciences. In addition, behavioral data identifying journals selected by linguists as those of greatest current interest have been collected and appear in Appendix 1. Table 1 indicates the number of journals by average percentage of articles in the language sciences above 10%. Journals averaging more than 50% of their articles in the language sciences are termed "language science journals"; those with 80% or more are termed "core language science journals". Those meeting these criteria are listed in Appendix 2. Table 2 contains additional tabulations concerning the type of publisher and country of publication. Table 3 indicates the country of publication of the language science journals. As reflected in the data, the language sciences have strong centers in the U.S., Great Britain, Germany, France, and the Soviet Union, but also in other countries such as Czechoslovakia. (Author/AM)

ED 127 805 FL 007 925

Tatham, M. A. A.
Variability in Phonetics. York Papers in Linguistics, No. 6.

York Univ. (England). Dept. of Language.
Pub Date Mar 76

Note—8p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Articulation (Speech), Language Patterns, Language Research, *Linguistic Theory, Phonemes, Phonetic Analysis, *Phonetics, *Phonology, Speech, Speech Evaluation

Identifiers—*Linguistic Variability

Variability is a term used to cover several types of phenomena in language sound patterns and in phonetic realization of those patterns. Variability refers to the fact that every repetition of an utterance is different, in amplitude, rate of delivery, formant frequencies, fundamental frequency or minor phase relationship changes across the sound spectrum. Articulator movements, muscle contractions and neural signals also vary. The theory of the phoneme was developed to explain the phenomenon of variation, although problems arose in defining the range to be covered and in classifying variations. The sciences of phonetics and phonology diverged, with phonetics dwelling more on factual accuracy and phonology on theory. The two branches are now more compatible, and must be for their data to match. The emphasis in phonetics has switched from how we speak to what we need to know to speak. Empirical evidence suggests that some constraints and speech variations are intentional. It is clear that major constraints on phonology are provided by the neural processing limitations of the brain and by knowledge of the properties of the speaking apparatus. (CHK)

ED 127 806 FL 007 948

Shapiro, Michael C. Schiffman, Harold F.
Language and Society in South Asia. Final Report. Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No—BR-N0012HH
Pub Date Sep 75
Contract—OEC-0-74-2093
Note—380p.

EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage.

Descriptors—*Asian Studies, *Bilingualism, Burmese, Cultural Context, *Dialects, Dialect Studies, Dravidian Languages, Language Classification, *Language Variation, Linguistic Borrowing, Multilingualism, Regional Dialects, Social Dialects, *Sociolinguistics, Tibetan

Identifiers—*Asia (South), *Code Switching, Indo Aryan Languages, Munda Languages, Tibeto Burman Languages

This work attempts to provide an overview of linguistic diversity in South Asia and to place this diversity in a cultural context. The work tries to describe the current state of knowledge concerning socially conditioned language variation in the subcontinent. Each of five major language families contains numerous mutually intelligible and unintelligible dialects. Different dialects of a language may be required for written and spoken use and for different social groups. Bilingualism and multilingualism are common for communication between groups. Language choice is important for education, politics, radio and television. Chapter 2 of this book enumerates criteria used in the taxonomy of language forms, discussing a number of theories of dialect formation from the points of view of linguistic innovation and diffusion of linguistic change. Chapter 3 surveys literature on classification of South Asian languages. Chapter 4 considers South Asia as a distinct linguistic area and Chapter 5 evaluates literature on South Asian social dialects. Chapter 6 examines linguistic codes encompassing elements from more than one autonomous language. Chapter 7 considers the ways in which the lexicon of South Asian languages and dialects contain elements that structure themselves into concrete systems. (CHK)

ED 127 807 FL 007 949

Gair, James W. Karunatilaka, W. S.
Samples of Contemporary Sinhala Prose with Glossary and Brief Grammatical Notes.

Cornell Univ., Ithaca, N.Y. Dept. of Modern Languages and Linguistics.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-2-2055

Pub Date 76

Contract—OEC-0-72-1106

Note—57p.; For related documents, see ED 091 935 and FL 007 950

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Grammar, *Instructional Materials, *Language Instruction, Language Styles, Language Usage, *Literary Styles, Prose, Reading Instruction, *Reading Materials, Second Language Learning, *Singhalese

Identifiers—National Defense Education Act Title VI, NDEA Title VI

This collection of twenty-seven short readings is intended to augment the readings in the authors' previous work, "Literary Sinhala" (1974). These selections are intended to serve as further exemplification of the grammatical material in that text. The selections here are mostly contemporary prose in several styles, ranging from fiction to philosophical works, but excluding newspapers. Brief grammatical notes are given, and forms glossed, for material not covered in the previous work. (CFM)

ED 127 808 48 FL 007 950

Gair, James W. Karunatilaka, W. S.
Literary Sinhala Inflected Forms: A Synopsis with a Transliteration Guide to Sinhala Script.

Cornell Univ., Ithaca, N.Y. Dept. of Modern Languages and Linguistics.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-2-2055

Pub Date 76

Contract—OEC-0-72-1106

Note—89p.; For related documents, see ED 091 935 and FL 007 949

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Form Classes (Languages), *Grammar, Guides, Language Instruction, Language Patterns, *Morphology (Languages), Nouns, Pronouns, Reference Materials, *Second Language Learning, *Singhalese, Verbs, *Writing

Identifiers—National Defense Education Act Title VI, NDEA Title VI, *Transliteration

This summary gathers together for easy reference the inflected forms of Literary Sinhala together with a transliteration guide to the writing system. This work differs, therefore, from the authors' previous work, "Literary Sinhala" (1974), which presented the inflected forms in a pedagogical sequence. In this summary, the inflected forms are grouped into sections dealing with nouns, pronouns, quasi-verbs, and verbs. The guide to transliteration of the Sinhala writing system completes the volume. (CFM)

ED 127 809 FL 007 953

Levy, Mary M. And Others

Present and Future Needs for Specialists in Linguistics and the Uncommonly Taught Languages. Final Report.

Center for Applied Linguistics, Arlington, Va.; Linguistic Society of America, Washington, D.C.

Pub Date Jun 76

Contract—OEC-0-72-1418

Note—306p.

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—Career Opportunities, *Employment Opportunities, Employment Patterns, Employment Projections, Employment Statistics, Employment Trends, *Job Market, Labor Market, Labor Supply, *Linguistics, *Manpower Needs, *Occupational Surveys, Skill Obsolescence, Teacher Supply and Demand, *Uncommonly Taught Languages, Unemployment

The study described here was designed to investigate the current employment situation in linguistics. Three major goals were to: (1) investigate the current supply of, and demand for, linguists; (2) study the status of women and minority groups in the profession; and (3) look into potential new areas of employment for linguists. The principal sources of the data were three questionnaires sent to working linguists, graduate students and department and program heads. The report begins with a statistical description of linguists and linguistics students. It goes on to assess: the current and probable future state of the job market, unemployment and underemployment, the mechanics of matching applicants and jobs, and the responses of individuals to these subjects. Linguists who specialize in uncommonly taught languages are also discussed, followed by respondents' comments on other aspects of graduate training and the job market. The following general conclusions were drawn: (1) the supply of linguists at the doctoral level will continue to exceed demand, and even more so for the master's level; (2) minority representation in the field of linguistics is very small; (3) women linguists appear at a disadvantage professionally when compared to men; and (4) linguists can contribute toward needed basic and advanced materials as well as training in the uncommonly taught languages and area studies. Appendices contain: sample questionnaires; information on the uncommonly taught languages taught at the Foreign Service Institute in Washington, D.C.; a report on the Summer Institute of Linguistics; a list of tables found in the report; and a bibliography. (Author/AM)

ED 127 810 FL 007 954

Jones, Robert B. Jorden, Eleanor H.

Discourse Analysis of Japanese and Thai. Part I: Thai Discourse. Final Report.

Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No—BR-2-2077

Pub Date Jun 76

Contract—OEC-0-72-1786

Note—184p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Connected Discourse, *Discourse Analysis, Japanese, *Language Research, Lexicology, Morphemes, Native Speakers, Phonetics, *Sociolinguistics, *Structural Analysis, Structural Linguistics, Syntax, Tape Recordings, *Thai, Verbs, Vocabulary

Identifiers—National Defense Education Act Title VI, NDEA Title VI

The Thai Discourse Analysis Project seeks to provide a description of linguistic structures of importance in understanding the nature of Thai speech. Previous studies have been limited, and restricted to consideration of the written language and "literary" speech. The project consists of three phases: the acquisition of recorded texts, transcription and other preliminary processes, and selection and utilization of representative

materials for analysis of linguistic structures and pedagogical application. Tape-recorded speech thus constitutes the principal data source, and native Thai speakers served as informants. A subsidiary phase of the project showed that students of Thai made significant gains in passive language abilities after intensive exposure to taped speech examples. A cassette recorder was used to tape a wide range of Thai, such as formal speeches, official interviewing, media presentations, guided tour commentaries, extemporaneous discussions and conversation. Some findings are briefly indicated, regarding Thai lexical units, modal auxiliaries of the preverbal type, principles organizing placement of noun phrase groups with respect to governing verb phrase units, and phrase/sentence aspects of unit definition. The main part of the paper discusses linking in Thai discourse, from a sociolinguistic view and as related to text environments, reiterative schema and feedback. (CHK)

ED 127 811 FL 007 955

Language Research in Progress: Report No. 2. A Cross-Referenced List of Documented Language Research Projects Current June-November 1965.

Center for Applied Linguistics, Washington, D.C. Pub Date Dec 65

Note—44p.; For related documents, see ED 035 886; 012 024; 012 025; 012 909; 018 797; 025 775; 029 299; 034 197; 040 384; and FL 007 956

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Abstracts, Catalogs, *Indexes (Locators), Information Dissemination, Information Retrieval, *Information Services, *Language Research, *Research Projects, Subject Index Terms, *Thesauri

In late 1964 the Center for Applied Linguistics began a continuing file of Language Research in Progress (LRIP). This second report in the LRIP series summarizes information received on research current between June 1 and November 30, 1965. LRIP classifies documented language research activities in the U.S. and abroad and disseminates information concerning them. The information is stored at the Center for Applied Linguistics, Washington, D.C. This report is divided into three lists. Part I includes main and sub-categories and cross-references, including the Thesaurus. Reference numbers of research projects dealing with these categories follow each entry. Part II is a combined alphabetical listing of research personnel and institutions, also followed by the relevant project numbers. Part III gives investigator, institution and Project title, arranged in numerical sequence by the reference numbers used in Parts I and II. LRIP will provide an abstract of any research project reported in this document. (CHK)

ED 127 812 FL 007 956

Language Research in Progress: Report No. 3. A Cross-Referenced List of Documented Language Research Projects Current December 1965-June 1966.

Center for Applied Linguistics, Washington, D.C. Pub Date Jun 66

Note—48p.; For related documents, see ED 035 886; 012 024; 012 025; 012 909; 018 797; 025 775; 029 299; 034 197; 040 384; and FL 007 955

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Abstracts, Catalogs, *Indexes (Locators), Information Dissemination, Information Retrieval, *Information Services, *Language Research, *Research Projects, Subject Index Terms, *Thesauri

This third report in the Language Research in Progress (LRIP) series summarizes information received on research current between December 1965 and June 1966. LRIP classifies documented language research activities in the U.S. and abroad and disseminates information concerning them. The information is stored at the Center for Applied Linguistics, Washington, D.C. This report is divided into three lists. Part I includes main and sub-categories and cross-references, including the Thesaurus. Reference numbers of research projects dealing with these categories follow each entry. Part II is a combined alphabetical listing of research personnel and institutions, also followed by the relevant project numbers. Part III gives investigator, institution and project title, arranged in numerical sequence by the reference numbers used in Parts I and II.

60 Document Resumes

LRIP will provide an abstract of any research project reported in this document. (CHK)

ED 127 813 FL 007 962

Grant, Joseph
Bilingual Education and the Law: An Overview.
Dissemination Center for Bilingual Bicultural Education, Austin, Tex.
Pub Date 76
Note—25p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bilingual Education, Bilingual Students, Bilingual Teachers, Civil Rights Legislation, *Court Litigation, *Educational Legislation, *Educational Policy, *English (Second Language), *Language Instruction, Language Proficiency, Second Language Learning, Supreme Court Litigation

Identifiers—Aspira v Board of Education, Keyes v Denver School District Number 1, Lau v Nichols

There have been four major court decisions affecting bilingual education: Lau v. Nichols, Serna v. Portales, Aspira v. the New York Board of Education and Keyes v. Denver School District No. 1. Lau v. Nichols was an action brought by non-English-speaking Chinese-origin students claiming to be denied an education because they could not comprehend the language in which they were being taught. After two appeals, the Supreme Court found in favor of the students under the 1964 Civil Rights Act, without prescribing a specific remedy. However, in Serna v. Portales the Circuit Court required bilingual education as a solution when a "substantial group" is involved. The decision in Aspira v. the N.Y. Board of Education required testing of students in English and their native language to determine who should receive bilingual education. The Keyes decision specified that students should receive both instruction in English and native-language instruction in other subjects until they are competent in English. It seems clear that school systems must provide non-English-speaking students with special English instruction and that they must give these students an opportunity to learn the other school subjects as well. HEW's Office of Civil Rights has issued guidelines for eliminating illegal educational practices; these involve pupil evaluation and placement in the proper type of language program. (CHK)

ED 127 814 FL 007 963

Riley, William K.
Misrepresentation of Linguistics in the Media.
Pub Date May 76
Note—29p.; Paper presented at the Perspectives on Language Conference (University of Louisville, Kentucky, May 6-8, 1976)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Applied Linguistics, Composition Skills (Literary), *Language Skills, Language Usage, *Mass Media, News Media, Periodicals, *Press Opinion, Structural Linguistics, *Writing Skills, Written Language

Public interest in language is strong, as evidenced by recent articles on spoken and written forms of contemporary English in major news magazines. The December 8, 1975 issue of "Newsweek" contains several allegations, notably by Mario Pei, castigating linguists for causing the decline in writing ability in the United States. In this paper an attempt is made to refute each of Mario Pei's accusations, citing the published work of various structural and other linguists. It is suggested that the fault for his and the public's misunderstanding of what linguists actually believe about language is partly on both sides. The well-known CCC paper referred to in the "Newsweek" article offers evidence that poorly understood linguistic information results in well-intentioned but misdirected policy shifts among educators. Linguists have a responsibility to make the results of their research available to society in terms which are accurate and clearly understandable. Their failure to do so has resulted in their being blamed for events not under their control. It is noted that there are some possible real causes for the writing problem mentioned in the "Newsweek" article, and the contributions linguists might make to the effort to find a solution are discussed. (Author/CHK)

ED 127 815 FL 007 964

Manual for the Development of Instructional Materials Relevant to the Needs of U.S. Spanish-Speaking Students.

San Diego City Schools, Calif.
Spons Agency—Office of Bilingual Education (D-HEW/OE), Washington, D.C.

Pub Date 75

Note—271p.

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—Biculturalism, *Bilingual Education, Cultural Awareness, Curriculum Development, *Educational Policy, English (Second Language), Evaluation Criteria, *Instructional Materials, *Material Development, *Spanish, Spanish Americans, Spanish Speaking, Teacher Developed Materials, Textbook Bias, Textbook Evaluation, *Textbook Selection

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII, *Materials Acquisition Project

The Materials Acquisition Project (MAP) was founded in 1970 under E.S.E.A. Title VII to collect educational materials published in Spanish and Portuguese-speaking countries for assistance and use in bilingual education programs in the U.S. MAP believes in parity in all aspects of bilingual-bicultural education and offers guidelines for such an ideal program. In Section I, a revisions program is described which aims to help publishers produce materials in keeping with linguistic and cultural aims and suitable for U.S. schools. Cultural, political, racial, religious, sexual and social biases frequently found in Spanish educational materials are noted. Considerations for the development of instructional materials in Spanish for the U.S., definition of the educational process, reflections on the future of bilingual-bicultural education and general guidelines for curriculum development are also discussed. Section II deals with state guidelines for adoption of instructional materials. The main part reviews California and Texas policy and specifications for textbook selection and evaluative criteria, laws, calls for bids on materials, and requirements for materials in various school subjects. Section III reviews federal and state decrees affecting bilingual education. (CHK)

ED 127 816 FL 007 965

New York: Multi-Speak City!

New York City Board of Education, Brooklyn, N.Y.; New York City Economic Development Council, N.Y.

Pub Date [75]

Note—137p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Career Awareness, Career Planning, *Culture Contact, Ethnic Groups, Immigrants, Language Proficiency, Languages for Special Purposes, *Language Skills, Language Usage, *Multilingualism, *Second Language Learning, Teaching Guides

Identifiers—*New York (New York)

This guide was written to help teachers make students aware of the multilingual and multi-ethnic nature of New York City in order to experience and explore different languages and customs. New York is a center for variety in language and culture in the areas of diplomacy, international commerce, media and communications, foods and fashion, the performing and the fine arts. This guide is a lively, up-to-date look at the city aimed at developing in students an interest and excitement for second language learning and an understanding of the peoples of the city. The book shows how languages function in international relations, tourism, trade, the arts and sports and discusses foreign language education and careers. (CHK)

ED 127 817 FL 007 968

Upper Kobuk Reader.

Alaska State-Operated Schools, Anchorage.

Pub Date 74

Note—93p.; For related documents, see FL 007 969-970

Available from—Bilingual Education Consultants Press, 811 West 25th Avenue, Anchorage, Alaska 99503 (HC \$2.25 as long as supply lasts); Mary L. Pope, 1573 West 1050 North, Provo, Utah 84601 (for quantities of 50 or more, at cost)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—American Indian Culture, American Indian Languages, American Indians, *Bilingual Education, Childrens Literature, *Cultural Context, Cultural Education, Cultural Traits, Culture Contact, *Elementary Education, English, *Eskimo Aleut Languages, Reading Instruction, *Reading Materials

Identifiers—*Inupiat

This elementary reader is written in both English and Inupiat. To avoid interference in reading, it is designed so that the Inupiat text is never directly opposite the English equivalent. The reader contains several brief stories that deal with traditional Eskimo life and the first contacts of residents of the Kobuk valley with "modern" customs and conveniences. The text is illustrated with black-and-white drawings. (CLK)

ED 127 818 FL 007 969

Noorvik Reader.

Alaska State-Operated Schools, Anchorage.

Pub Date 74

Note—97p.; For related documents, see FL 007 968-970

Available from—Bilingual Education Consultants Press, 811 West 25th Avenue, Anchorage, Alaska 99503 (HC \$2.25 as long as supply lasts); Mary L. Pope, 1573 West 1050 North, Provo, Utah 84601 (for quantities of 50 or more, at cost)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—American Indian Culture, American Indian Languages, American Indians, *Bilingual Education, Childrens Literature, *Cultural Context, Cultural Education, Cultural Traits, *Elementary Education, English, *Eskimo Aleut Languages, Reading Instruction, *Reading Materials

Identifiers—*Inupiat

This elementary reader is written in both English and Inupiat. To avoid interference in reading, it is designed so that the Inupiat text is never directly opposite the English equivalent. The reader contains a number of brief stories or essays about life in Noorvik, Alaska, and is illustrated with black-and-white drawings. (CLK)

ED 127 819 FL 007 970

Kivalina Reader.

Alaska State-Operated Schools, Anchorage.

Pub Date 75

Note—93p.; For related documents, see FL 007 968-969

Available from—Bilingual Education Consultants Press, 811 West 25th Avenue, Anchorage, Alaska, 99503 (HC \$2.25 as long as supply lasts); Mary L. Pope, 1573 West 1050 North, Provo, Utah, 84601 (for quantities of 50 or more, at cost)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—American Indian Culture, American Indian Languages, American Indians, *Bilingual Education, Childrens Literature, *Cultural Context, Cultural Education, Cultural Traits, *Elementary Education, English, *Eskimo Aleut Languages, Reading Instruction, *Reading Materials

Identifiers—*Inupiat

This elementary reader is written in both English and Inupiat. To avoid interference in reading, it is designed so that the Inupiat text is never directly opposite the English equivalent. The reader describes, in the form of a story about a little boy, the life of Alaska natives near Kivalina. The text is illustrated with black-and-white drawings. (CLK)

ED 127 820 95 FL 007 973

Yeats, Alid And Others

Libro de Lectura. Nivel A. (Reading Book. Level A.)

Albuquerque Public Schools, N. Mex.; Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Spons Agency—Office of Bilingual Education (D-HEW/OE), Washington, D.C.

Pub Date Jul 75

Note—79p.; For related documents, see FL 007 974-976; In Spanish

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (\$1.50)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Bilingual Education, Childrens Literature, Cultural Context, Cultural Traits, *Elementary Education, *Instructional Materials, *Reading Materials, Social Studies, *Spanish, Vocabulary

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII

This is the first in a series of four reading books written in Spanish and designed for use in elementary bilingual education programs. The stories are divided into two main sections, Estudios Sociales (Social Studies) and La Naturaleza

(Nature). The five stories in the first section deal with such topics as the home, school, and cleaning. The five stories in the second section deal mainly with the seasons and aspects of the weather such as snow, wind, and rain. Each story is followed by a list of new words and is illustrated with black-and-white and color drawings. (CLK)

ED 127 821 95 FL 007 974

Yeats, Alid And Others

Libro de Lectura. Nivel B. (Reading Book. Level B.).

Albuquerque Public Schools, N. Mex.; Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Spons Agency—Office of Bilingual Education (D-HEW/OE), Washington, D.C.

Pub Date Jul 75

Note—92p.; For related documents, see FL 007 973-976; In Spanish

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (\$1.25)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Bilingual Education, Childrens Literature, Community Characteristics, Community Services, Cultural Context, Cultural Education, Cultural Traits, *Elementary Education, *Instructional Materials, *Reading Materials, Social Studies, *Spanish, Vocabulary

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII

This is the second in a series of four reading books written in Spanish and designed for use in elementary bilingual education programs. The stories are divided into two main sections, Estudios Sociales (Social Studies), and La Comunidad (The Community). The stories in the first section have to do with activities in the home, particularly chores and helping, while the stories in the second section deal with important community figures, such as the nurse, the fireman, and the doctor, and important places, such as the bread store and the paper shop. Each story is followed by a list of new words and is illustrated with black-and-white and color drawings. (CLK)

ED 127 822 95 FL 007 975

Yeats, Alid

Libro de Lectura. Nivel C. (Reading Book. Level C.).

Albuquerque Public Schools, N. Mex.; Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Spons Agency—Office of Bilingual Education (D-HEW/OE), Washington, D.C.

Pub Date Jul 75

Note—129p.; For related documents, see FL 007 973-976; In Spanish

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (\$1.75)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Bilingual Education, Childrens Literature, Educational Games, *Elementary Education, Enrichment Activities, *Instructional Materials, *Language Enrichment, Language Skills, Puzzles, *Reading Materials, *Spanish, Vocabulary

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII, *Nature Study

This is the third in a series of four reading books written in Spanish and designed for use in elementary bilingual education programs. The reader contains nine stories, most of which deal with some aspect of nature study, such as plants or insects. Each story is followed by a list of new vocabulary and enrichment exercises and activities in the form of fill-ins, definitions, puzzles, and experiments. The text is illustrated with black-and-white drawings. (CLK)

ED 127 823 95 FL 007 976

Saavedra, Frances

Libro de Lectura Suplemento (Reading Book Supplement).

Albuquerque Public Schools, N. Mex.; Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Spons Agency—Office of Bilingual Education (D-HEW/OE), Washington, D.C.

Pub Date Jul 75

Note—38p.; For related documents, see FL 007 973-975; In Spanish

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (\$1.75)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Bilingual Education, Childrens Literature, Cultural Context, Cultural Traits, *Elementary Education, *Instructional Materials, *Reading Materials, *Spanish, Vocabulary

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII, *Nature Study

This is the fourth in a series of four reading books written in Spanish and designed for use in elementary bilingual education programs. The reader contains five stories. Four of them concern the adventures of various animals; the last concerns a wedding. Each story is followed by a list of new vocabulary and the reader is illustrated with black-and-white and color drawings. (CLK)

ED 127 824 95 FL 007 977

Peter, Katherine Pope, Mary L.

Alaskan Folktales.

Alaska State-Operated Schools, Anchorage; Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Spons Agency—Office of Bilingual Education (D-HEW/OE), Washington, D.C.

Pub Date 76

Note—72p.

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (\$2.50)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*American Indian Culture, American Indian Languages, American Indians, *Athapaskan Languages, Cultural Context, *Folk Culture, *Instructional Materials, *Reading Materials

Identifiers—*Gwich'in

This volume of Alaskan folktales contains eight stories written in English and Gwich'in. The book is designed with the English and Gwich'in versions facing each other on opposite pages. It is illustrated with line drawings. (CLK)

ED 127 825 95 FL 007 980

Social Studies, Book I: A Bilingual Multicultural Guide, English-Spanish.

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.; Fort Worth Independent School District, Tex. Bilingual Education Program.

Spons Agency—Office of Bilingual Education (D-HEW/OE), Washington, D.C.

Pub Date Jun 75

Note—195p.; For related document, see ED 123 895

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Behavioral Objectives, Bilingual Education, Citizenship, Consumer Education, Cultural Education, Cultural Traits, *Curriculum Guides, Drug Education, Economics, *Elementary Education, English, Government (Administrative Body), Instructional Materials, Learning Activities, *Lesson Plans, *Mexican Americans, Occupations, Racial Differences, Religion, *Social Studies, Spanish, United States History, *Units of Study (Subject Fields), Vocabulary, Voting

This is the first of two social science guides designed for the bilingual, multicultural classroom. This guide was originally intended for the fifth grade though it is appropriate for use in other elementary grades and possibly some junior high classes. The guide may be used independently or as a supplement to other social studies programs. Activities may be done in writing or orally, in English or Spanish, with the entire class, in small groups, or individually. Fifteen curriculum lessons are presented: (1) Studying Man: Adaptation; (2) The Legend of the Eagle and the Serpent; (3) The Building of a City-Tenochtitlan; (4) All Occupations are Important; (5) Ways of Buying; (6) The Exploration and Development of the Southwest; (7) Mexican Americans: Contributions, Successes, Challenges; (8) Lincoln, Juarez, King; (9) Who is a Citizen; (10) The Power of the Vote; (11) The Legislature - Making Laws to Run a Nation; (12) The Presidency - Executing the Laws; (13) The Judiciary - Interpreting the Law; (14) Why People Use Drugs; (15) Places of Worship in my Barrio. The lessons give title, concept, behavioral objectives, vocabulary, recommended materials and ways to use them, activities, evaluation, and optional activities. A bibliography and answer key for worksheets are also included. (Author/CLK)

ED 127 826 95 FL 007 981

Rendon, Clara And Others

Language Arts - English Grammar.

Calexico Unified School District, Calif. Bilingual Education Program; Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Spons Agency—Office of Bilingual Education (D-HEW/OE), Washington, D.C.

Pub Date Mar 76

Note—132p.; For related document, see FL 007 982

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (\$1.50)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Bilingual Education, *Curriculum Guides, Dictionaries, *English (Second Language), *Grammar, Instructional Materials, *Language Arts, Language Handicaps, Language Patterns, Language Proficiency, Morphology (Languages), Nominals, Secondary Education, *Spanish

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII, Learning Achievement Package

This publication presents four suggested language arts curriculum units. They represent a cross-section of materials that have been developed to deal with the learning problems of students with special language difficulties. Originally developed for grades 7-12, these units may be adapted for use in adult education or at other grade levels. They are primarily designed for use with students learning English as a second language, and are directed to the purpose of developing habits of proper usage in English. The four units are: (1) Common and Proper Nouns; (2) Homonyms; (3) Singular and Plural Nouns; and (4) The Use of the Dictionary. Each unit includes: (1) information for the teacher in the form of the principal idea to be communicated, behavioral objectives, and the rationale of the unit, (2) an information sheet which outlines the main points to be taught, (3) exercises, (4) a pretest and a posttest, and (5) the answer key. A bibliography follows the units. (Author/CLK)

ED 127 827 95 FL 007 982

Andrade, Magdalena Sones, Mary

Language Arts - Spanish Grammar.

Calexico Unified School District, Calif. Bilingual Education Program; Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Spons Agency—Office of Bilingual Education (D-HEW/OE), Washington, D.C.

Pub Date Oct 75

Note—122p.; For related document, see FL 007 981

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (\$1.50)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Bilingual Education, Capitalization (Alphabetic), *Curriculum Guides, Dictionaries, *English (Second Language), *Grammar, Instructional Materials, *Language Arts, Language Handicaps, Language Patterns, Language Proficiency, Letters (Alphabetic), Secondary Education, *Spanish, Writing Skills

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII, Learning Achievement Package

This publication presents three suggested language arts curriculum units. They represent a cross-section of materials that have been developed to deal with the learning problems of students with special language difficulties. Originally developed for grades 7-12, these units may be adapted for use in adult education or at other grade levels. They are primarily designed for use with students learning English as a second language and are directed to the purpose of developing habits of proper usage in English. The three units are: (1) Las Mayusculas-Unidad Basica Bilingue (Capital Letters - A Basic Bilingual Unit); (2) Problemas Ortograficos que presenta la Letra "G" (Orthographic Problems presented by the letter "G"); (3) El Uso del Diccionario (The Use of the Dictionary). Each unit includes: (1) information for the teacher in the form of the principal idea to be communicated, behavioral objectives, and the rationale of the unit, (2) an information sheet which outlines the main points to be taught, (3) exercises, (4) a pretest and a posttest, and (5) the answer key. A bibliography follows the units. (Author/CLK)

ED 127 828 FL 007 993

Pfaff, Carol W.

Syntactic Constraints on Code-Switching: A Quantitative Study of Spanish/English.

Pub Date Dec 75

Note—21p; Paper presented at the annual meeting of the Linguistic Society of America (San Francisco, California, December 29, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bilingual Education, *Bilingualism, Dialect Studies, *English, Language Research, Language Usage, *Language Variation, Sociolinguistics, *Spanish, *Syntax Identifiers—*Code Switching

This paper reports on a preliminary quantitative study of syntactic constraints on code-switching within discourses in which no change in participants, setting or topic is evident. The goals of the study are to provide a syntactic description of the points at which switches from Spanish to English and English to Spanish are possible and to assess the extent to which actual behavior conforms to stereotypes represented by acceptability judgements. Use of the quantificational technique of accountable reporting of relative frequencies permits investigation of a wide range of questions, including (1) Do implicational relations exist among syntactic environments such that it can be predicted that a speaker for whom a switch in environment A is possible may also switch in environment B, but not vice-versa? and (2) Are the constraints on code-switching uniform throughout all populations and in all social situations or are there differences in frequencies and/or implicational hierarchies? The data consist of taped conversations of adults and adolescents collected by bilingual participant-observers in the San Joaquin Valley of California and in South-central Texas. Preliminary findings indicate that differences between speakers are variable rather than categorical but that implicational relationships do exist and that these are related to social phenomena. (Author/CLK)

ED 127 829 FL 007 995

Ramirez, Arnulfo G. And Others

Language Attitudes and the Achievement of Bilingual Pupils. Research and Development Memorandum No. 146.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 76

Contract—NIE-C-74-0049

Note—40p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Academic Achievement, *Attitude Tests, *Bilingualism, Bilingual Students, Elementary Education, Inservice Teacher Education, Language Arts, *Language Attitudes, *Language Variation, Nonstandard Dialects, Sociolinguistics, Spanish, *Standard Spoken Usage, Student Attitudes, Teacher Attitudes

Identifiers—*Code Switching

This study measured pupil and teacher attitudes toward language variation in a bilingual Spanish/English environment; attempted to determine whether teacher attitudes could be changed in workshops dealing with sociolinguistic concepts of speech variation; and attempted to determine whether teacher and pupil attitudes have a relation to pupil achievement in language arts. The subjects were 279 fourth- and fifth-grade pupils and 18 teachers. A matched guise technique was used to measure both pupils' and teachers' attitudes. Pupil achievement was measured by a relative gain score in reading; reading and English grades; and performance on oral proficiency tests. In general teachers and pupils rated standard English higher than other speech varieties, and attitudes were not changed in the workshops. Pupil evaluation of standard English over other varieties was positively related to pupil achievement on some measures. Teacher attitudes toward code-switching seemed to have a negative relation to their pupils' relative gains in reading as measured by objective tests and English grades assigned by the teachers. (Author/AM)

ED 127 830 FL 007 997

Schinke, Linda

The Role of ESL in Bilingual Programs: A Clarification.

Pub Date 76

Note—11p; Paper presented at the Annual International Bilingual-Bicultural Education Con-

ference (5th, San Antonio, Texas, April 30-May 5, 1976) and at the Interdisciplinary Linguistics Conference (University of Louisville, Kentucky, May 6-8, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bilingual Education, *Educational Assessment, Educational Objectives, *English (Second Language), Language Instruction, Language of Instruction, Language Programs, Second Language Learning, *Teacher Education, *Teaching Methods

The field of ESL in recent years has drawn much criticism from bilingual educators. This criticism is related to three areas: the former use of ESL in Americanization programs, the role of ESL in legislation providing for transitional bilingual programs, and the failure of the ESL component in certain bilingual programs, due either to the teacher, student, or evaluator factor. Certain recommendations can be made to improve the three areas mentioned. Through individual as well as group effort, pressure can be brought to bear upon school boards and state and federal legislatures to view ESL as the tool to make children bilingual, not as the tool to convert them to monolingual English speakers. In addition, improvements in preparation of evaluators and teachers can be made. Since ESL is part of bilingual education, the progress of bilingual education as a whole depends on the quality of each of its parts. (Author)

ED 127 831 FL 007 998

Remirez, Richard J. F.

In Search of a System For Communication.

Pub Date [75]

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cartoons, Communication (Thought Transfer), *Communication Problems, English, Health Personnel, Hospital Personnel, Language Handicaps, Language Usage, *Non English Speaking, *Patients (Persons), Phonetics, Sociolinguistics

A research project sponsored by Wofford College was launched in the summer of 1974 in Spartanburg, South Carolina, to develop a system of communication by which hospital personnel working in an emergency room could communicate with patients who speak a language other than English. The project followed a year-long research effort of previous work done in this area of language and medicine, and reflects the discovery of the idea of using cartoons and phonetics together as a means of facilitating communication. The results attained surpassed the expectations. In every instance the doctors using the system understood the responses given to them and it was determined the 95 per cent of the patients understood the questions when spoken by the health care personnel. Thus, the system should play an invaluable role to quick medical treatment in emergency situations when a language barrier exists between the health care personnel and their patients and a translator is not immediately available. (Author)

ED 127 832 FL 008 000

Terrebonne, Nancy Terrebonne, Robert

Feminist Criticism of Language: A Sociolinguistic Perspective.

Pub Date 76

Note—24p; Paper is a revised version of a paper presented at the meeting of the Linguistic Society of America (Tampa, Florida, July 25-27, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Females, *Feminism, Language Attitudes, Language Patterns, *Language Planning, Language Research, *Language Usage, Language Variation, *Pronouns, *Sex Discrimination, Sex Role, Social Values

In this paper various sexist practices in the English language are discussed and feminist criticism of these practices is given. This criticism is analyzed in terms of the kinds of linguistic changes proposed and the extent to which these changes have taken hold, assessing the prospects for success of each type of change. Three particular linguistic features discussed are the use of "Miss" and "Mrs." as titles for women, the use of the formative "man," both as a free form to refer to all human beings and as a bound form in compounds, and the use of masculine singular pronouns "he"/"him"/"his" to refer to indefinites and generic nouns. (Author/CLK)

ED 127 833 FL 008 001

Rogers, Sinclair

Tasks, Topics, and the Listener: Their Effect on Children's Language.

Pub Date [75]

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavior Patterns, *Child Development, *Child Language, Concept Formation, *Language Development, Language Research, Language Styles, Learning Theories, Linguistic Competence, Linguistic Performance, Linguistic Theory, Oral Communication, Performance Factors, Performance Tests, *Psycholinguistics, Reactive Behavior, *Situational Tests, Syntax, Task Performance, Verbal Communication, Vocabulary

Twenty-four children aged five and twenty-four children aged six were interviewed individually three times during a calendar year. It was found that not only did the children's language develop over the period, as judged syntactically and lexically, but they also showed an increasingly fluent control over their own style. All the children exhibited, however, certain common factors in their linguistic performance which correlated with factors other than their grammatical competence, namely, the presence of certain features in the situation of the interviews. These non-linguistic features were isolated as: the task set for the children; the topic they were asked to discuss; and the conceptualization by the child of the role of the listener. Although largely ignored by research on child language, situational factors may be very important for assessment, where not only linguistic performance but linguistic competence is concerned. They are important for development theories because where a child uses his best language is a clue as to where language is acquired. Finally, situational effects are important for the design of educational programs because they suggest how we can facilitate the child's talking and his talking in his most advanced language. (Author/AM)

ED 127 834 FL 008 002

Rogers, Sinclair Wheeler, T. J.

Some Factors in Problem Solving: The Name of the Concept, Specific Instructions, and the Ability to Verbalize.

Pub Date [75]

Note—19p; To appear in "Contemporary Educational Psychology," 1977

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavior Patterns, Behavior Theories, *Child Language, *Cognitive Development, Cognitive Processes, *Concept Formation, Language Research, *Problem Solving, Psycholinguistics, Thought Processes, *Verbal Communication

Three extrinsic factors were manipulated in a problem-solving task performed by 80 ten-year-old children of I Q 90-110. The factors were: the presence or absence of the name of the concept given in feedback, specific instructions, and whether the child was allowed to verbalize. The task was a modification of Vygotsky's experiment on concept formation using concrete material. The performance criteria were: time taken to solution, number of moves, and amount of verbalization. The presence of the name of the concept given in feedback speeded the time to solution and reduced the number of moves required. Specific instruction speeded the solution but did not reduce the number of moves, whereas verbalization reduced the number of moves but increased the time of solution. (Author)

ED 127 835 FL 008 003

Holmstrand, Lars

An Introduction to the EPAL Project. Background, Problems and Design. Pedagogisk Forskning Uppsala, No. 2.

Uppsala Univ. (Sweden). Inst. of Education.

Pub Date Nov 75

Note—73p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Educational Change, *Educational Experiments, Educational Planning, *Elementary Education, Elementary School Curriculum, *English (Second Language), *Fles, *Language Instruction, *Language Programs, Language Research, Program Descriptions, Pronunciation, Second Language Learning

This report describes the background, aim and design of the EPAL (English in the elementary

HE

school) project in Sweden. As background to the project, a survey is included of the increasingly important position of teaching English from the 1940's through the great school reforms of the 50's and 60's. Developments in foreign language teaching in the elementary schools of other countries are reviewed, as well as psycholinguistic and other research which has investigated various aspects of foreign language learning in the elementary grades. The aim of the EPAL project is to make a detailed investigation of the effects of beginning the study of English in the second term of the first grade. The experiment is being conducted in the school district of Vasteras, where an experimental group and a control group, each consisting of 24 classes, are being compared in various areas from grades one through six. The total amount of instruction time during the first six grades is the same in the experiment as in the regular curriculum for grades 3-6. A number of problems connected with the project have developed into subsidiary projects. These include: pronunciation measurements; systematic classroom observations; foreign language and the immigrant child; and learning to read English. (Author/AM)

ED 127 836 FL 008 005
Schroeder, A. E.

The Immigrant Experience: Oral History and Folklore Among Misourians from German and German-Speaking Groups. Revised.

Pub Date 76

Note—34p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Bibliographies, *Ethnology, Folk Culture, *German, *Immigrants, Interviews, Language Research, Oral Communication, *Oral History, Proverbs, Regional Dialects, *Resource Materials, Social History, Sociocultural Patterns, United States History

Identifiers—*Missouri

Prepared as a guide to participants in a pilot Oral History Project designed to encourage the collection and preservation of personal reminiscences and histories of communities, families, and individuals as well as to gather knowledge of surviving customs, examples of folk art, folklore, and linguistic characteristics of German or other ethnic communities. "The Immigrant Experience" includes a discussion of specific projects suitable for students in foreign language or social studies programs. A guide to categories of verbal lore, varieties of ethnic social customs, and examples of folkloristic survival are included. German place names in Missouri are listed, and there is a selection of "Sprichwoerter," or proverbs, and examples of German tombstone inscriptions. A brief history of "Germans in Missouri" and a selected bibliography offer a framework in which the student collector can work and suggest regions of the state in which ethnic research can be conducted. There are sample registration forms for participants and biographical data questionnaires for contributors as well as guidelines for conducting interviews to gather data. (Author)

ED 127 837 FL 008 006
Wood, Paul W.

Foreign Language Day—A Living Language Experience.

Pub Date 76

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Career Awareness, College Bound Students, *College High School Cooperation, *College Language Programs, Educational Games, Educational Interest, Foreign Language Films, French, German, *High School Students, *Junior High School Students, Language Instruction, Latin, *Publicize, Russian, *Second Language Learning, Spanish, Student Motivation

St. Bonaventure University holds a Language Day each spring, hosting some 3,900 area junior high and high school students. The buildings and facilities of the university campus are used, and activities include language competitions (exhibits, interpretative readings, language productions, audio-visual presentations and essays); a fiesta; foreign films; games; language lab demonstrations; a career panel; study and travel panel; cultural exhibits and an awards assembly. Information and details are given concerning registration; publicity; competition format, content, entry and judging; awards; fiesta; games; panels and

speakers. The program has generated enthusiasm in students and has been a motivating factor in language learning. (CHK)

ED 127 838 FL 008 007
Oskarsson, Mats

The Relationship Between Foreign Language Proficiency and Various Psychological Variables.

Gothenburg Univ. (Sweden). Language Teaching Research Center.

Pub Date Aug 75

Note—13p.; Paper presented at the International Congress of Applied Linguistics (4th, Stuttgart, Germany, August 25-30, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*English (Second Language), English for Special Purposes, Individual Characteristics, Intelligence Factors, *Language Proficiency, Language Skills, *Language Tests, Personality Assessment, *Psycholinguistics, Psychological Patterns, *Psychological Tests, *Second Language Learning, Second Languages

Identifiers—*Sweden (Gothenburg)

A large-scale test development project at the Language Teaching Research Center of the University of Gothenburg aims to develop tests in English as a foreign language for use in various areas of business and public administration. After testing, certificates stating current proficiency level in each of the four language skills (listening, reading, writing and speaking) will be given. Each person's knowledge of the language will be rated on a five-point scale. The project work involves correlation studies of the interrelationship between different parts of the test and between language proficiency and various intelligence factors. In one investigation an English language placement test was administered parallel to a battery of psychological tests covering analogies, opposites, verbal fluency, spatial ability and Pukort, a Swedish version of the Purdue Creativity Test. Personality tests measuring dominance, deliberateness, sociability, emotionality, flexibility, perseverance, emotional stability and independence were administered. Results show that certain relationships exist between language proficiency measures and personality and psychological variables. This should be considered when assessing foreign language mastery. (CHK)

ED 127 839 FL 008 012

Jones, Marilyn Scantino

Verbalization Motivation with Intermediate Students.

Pub Date 11 Oct 75

Note—14p.; Paper presented at the Conference of the Ohio Modern Language Teachers' Association (October 11, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Articulation (Speech), Grammar, Higher Education, *Language Instruction, Language Learning Levels, Language Skills, *Oral Communication, Phonology, Pronunciation, *Pronunciation Instruction, Secondary Education, *Second Language Learning, *Speech Skills, Student Motivation, *Teaching Methods

Identifiers—Language Exercises

Language students at the intermediate level can often read and write but cannot speak the target language. This hinders the student from developing what is usually the most sought-after skill: the ability to speak a foreign language. Students in the third and fourth years of language study are capable of speaking as well as they read and write. However, because articulation involves almost simultaneous retrieval of various linguistic elements, students often feel frustrated as they attempt to speak. By analyzing the causes of the frustration, a teacher can enable his or her students to master an exciting new skill. Among the ways in which teachers can induce a class to speak are by: (1) using the foreign language more themselves in order to familiarize a class with the sounds of the spoken language; (2) emphasizing aspects of pronunciation which are problematic; (3) encouraging the formation of individually constructed sentences through imaginative oral drill sessions which also serve to alleviate fear of grammatical errors; and (4) offering students a variety of programmed exercises according to their abilities so that no student feels that he or she has nothing to say. Examples of several such exercises are included in the text. (Author/CLK)

ED 127 840

Cowley, W. H.

The Higher Learning Versus the Higher Education.

Pub Date 76

Note—20p.; Best available copy.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bibliographies, Curriculum Development, *Educational Accountability, *Educational History, *Educational Objectives, Educational Philosophy, *Education Courses, *Higher Education, *Institutional Role

Identifiers—*Higher Education Research

The study of education in general is discussed by the first David Jacks Professor of Higher Education, followed by a review of the concept of the study of higher education. The author's own introductory course on American Higher Education at Stanford University is described, which includes criticisms of higher education, the history of higher learning, analysis of urgent problems, and the place of the American higher educational enterprise in society. Strengths of the system are analyzed, and implications of both strengths and weaknesses are examined. (LBH)

ED 127 841

Shulman, Carol Herrnstadt

Recent Trends in Student Retention.

George Washington Univ., Washington, D.C.

ERIC Clearinghouse on Higher Education.

Spons Agency—American Association for Higher Education, Washington, D.C.

Pub Date May 76

Note—5p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$0.40)

Journal Cit—ERIC Higher Education Research Currents; p1-4 May 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bibliographies, *College Attendance, Counseling Programs, Dropout Prevention, *Dropout Research, *Dropouts, Educational Supply, *Enrollment Trends, *Higher Education, Persistence, *Potential Dropouts, *School Holding Power

For the future, college and university administrators face the problem of maintaining a satisfactory enrollment level. They recognize that reducing attrition may be a useful approach to their enrollment problems, but remedies for attrition are not readily developed. There is a consensus that campus administrators can use the available research to analyze their own attrition problems and develop strategies for alleviating them. These strategies can be successfully developed to retain those students who can, with counseling, benefit from a college program. College counselors should also advise students to dropout or transfer to other institutions when these alternatives may best serve their academic and personal needs. This counseling recognizes that dropping out is losing its negative connotation in many cases. (Author/LBH)

ED 127 842

Brazziel, William F.

Blacks, Whites and College Training: Manpower Pools and Training Rates.

Pub Date 23 Apr 76

Note—13p.; Paper presented at the Conference of the National Association for Equal Opportunity in Higher Education (Washington, D.C., April 23, 1976); Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Admission (School), Conference Reports, *Employment Patterns, *Equal Opportunities (Jobs), Financial Problems, Government Role, *Higher Education, *Labor Market, Manpower Development, *Negro Employment, *Negroes, *Racial Discrimination, Speeches, Statewide Planning

In an examination of employment patterns and the role of higher education, it is suggested that black Americans are in the curious position of making great strides forward in college labor market training while falling behind their white counterparts in the process. The situation should be addressed by both the government and higher education leadership and the imbalances corrected. Blacks must either keep pace in the accelerated training process or fall behind in an in-

creasingly degraded and credentialized labor market. Implications of the situation are discussed with regard to college admissions, state and regional planning, shortages in the legal and medical professions as well as underrepresentation of blacks in other occupations, and financial problems. (LBH)

ED 127 843 HE 007 968

Ehrensperger, Charles D.
Treatment of the Self-Supporting, Independent Student in the National Alternative System of Need Analysis.

Pub Date Aug 72

Note—25p.; Best available copy.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Budgeting, *Delivery Systems, *Emancipated Students, Expenditure Per Student, *Financial Needs, Financial Support, *Higher Education, Money Management, National Surveys, *Needs Assessment, Student Costs, *Student Financial Aid, *Student Loan Programs

Identifiers—Basic Opportunity Grants

The increasing prevalence of college students who are not financially dependent upon their parents for anything is discussed. Three basic issues are addressed: (1) the identification of an independent, self-supporting student; (2) the determination of how much money is needed to educate such a student; and (3) the delivery system for needed funds. It is recommended that these students be defined in a completely separate category, with the source of his funds for all purposes being the determining identification factor. The offering of partial financial assistance is seen as the most feasible solution for support, and it requires accurate projections of real costs and available resources. Priorities must be established to guide the distribution of funds. Suggestions are offered for developing budgets. The delivery system issue would be resolved by an option that concentrates funds for education on strictly educational costs in a descending order of priority. The proposed solution calls for utilization of a separate, two-step need analysis involving determination of Basic Opportunity Grant eligibility as well as Supplemental Financial Assistance awarded on the basis of projected yearly income. (LBH)

ED 127 844 HE 008 012

Bowen, Howard R. Minter, W. John

Private Higher Education. Second Annual Report on Financial and Educational Trends in the Private Sector of American Higher Education. Association of American Colleges, Washington, D.C.

Pub Date May 76

Note—132p.

Available from—Association of American Colleges, attn: Mrs. Hyland, 1818 R Street, N.W., Washington, D.C. 20009

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Admission (School), Curriculum Design, Educational Economics, *Educational Finance, Educational Quality, Educational Trends, Enrollment Trends, *Financial Support, *Higher Education, *Institutional Research, National Surveys, Operating Expenses, *Policy Formation, *Private Colleges, Statistical Data, *Trend Analysis

Current needs and trends are reviewed for makers of state and national policy, and for campus officials in gauging the condition of their own institutions. Attention is focused on measuring qualitative variations, as suggested by changes in program, concern for innovation, faculty performance, student attitudes, etc. An effort was made to determine how the institution looks from different perspectives, including that of a senior member of the faculty and several administrative officers. More attention is also given to analysis of the condition of the participating institutions individually than was done in the first report in this series. Topics covered here include: enrollment and admissions; faculty and other staff; content and quality of educational program; curricular offerings; operating revenues and expenditures; assets, liabilities, and net worth; and special topics relating to finance. (LBH)

ED 127 845 HE 008 027
Russell Sage Foundation Annual Report, 1974-1975.

Russell Sage Foundation, New York, N.Y.

Pub Date 75

Note—104p.

Available from—Russell Sage Foundation, 230 Park Avenue, New York, N.Y. 10017

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Age, Annual Reports, Civil Liberties, Educational Research, Females, Financial Support, *Foundation Programs, *Higher Education, Laws, Legal Responsibility, Minority Groups, Organizational Development, *Private Financial Support, Race Relations, Senior Citizens, *Social Action, Social Responsibility, *Trusts (Financial)

During the year the foundation staff completed the formation of eight program areas in which to concentrate future research. Four of these areas are major, and it is expected that they will receive larger appropriations in the next few years than the four minor program areas. The major program areas are: Age and Aging; Evaluation Research and Organizational Performance; Law and Social Science; and Civil Liberties and Social Control. The minor program areas are: Increasing the Use of Social Science Research; Race, Gender, and Ethnicity; Historical Studies of Social Policy; and Philanthropy. The annual report is organized around these new program areas, followed by financial statements. (LBH)

ED 127 846 HE 008 045

The Doctoral Dissertation Grant Program. Revised.

Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date 73

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Awards, Doctoral Programs, *Doctoral Theses, Educational Finance, Federal Aid, Federal Programs, *Grants, Higher Education, *Manpower Development, Publications, Research, Research Needs, *Research Projects, *Student Financial Aid

Identifiers—*Manpower Development and Training Act Programs, MDTA Programs

The Manpower Development and Training Act (MDTA) of 1962 established a "small" grants program for the support of dissertation research of candidates for the Ph.D. degree whose topics are related to manpower. The report presents the budget details of the awards in 1972; total grant proposals submitted; the geographical distribution of awards; the fields of discipline; sponsors; research topics; personal information; and post-grant activities of the recipients. (JMF)

ED 127 847 HE 008 052

A Master Plan for Postsecondary Education in Illinois.

Illinois State Board of Higher Education, Springfield.

Pub Date Mar 76

Note—122p.

Available from—State of Illinois Board of Higher Education, 500 Reich Building, 119 South Fifth Street, Springfield, Illinois 62701

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Educational Assessment, Educational Finance, *Educational Objectives, *Educational Planning, Enrollment Trends, Governance, Grants, Health Occupations Education, *Higher Education, *Master Plans, Post Secondary Education, Social Responsibility, State Government, Student Needs

Identifiers—*Illinois

The current status of postsecondary education in Illinois is reviewed and recommendations offered for improving it. This Master Plan Phase Four, like the preceding ones, charts a general direction for postsecondary education over the next decade. It indicates that Illinois postsecondary education will continue to be committed to: expanding educational opportunity; serving student needs; furthering academic excellence; preserving educational diversity; evaluating and responding to society's needs. Separate chapters of the report are devoted to: enrollments; financing (operations and grants); physical facilities; students; institutions; programs; health professions education; governance and coordination; and future planning. (LBH)

ED 127 848 HE 008 065

Bennett, G. W. And Others

Academic Career Planning: The Ivory Tower and the Crystal Ball. Report of the Joint COU/OCU-FA Committee on the Study of Academic Career Development in Ontario Universities. Report No. 76-13.

Council of Ontario Universities, Toronto.

Pub Date May 76

Note—47p.

Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Demography, *Educational Finance, *Educational Planning, *Faculty, Faculty Promotion, Faculty Recruitment, Higher Education, *Manpower Needs, Manpower Utilization, Planning, Regional Planning, *Universities

Identifiers—*Ontario

The recognized need for institutions to make policy decisions about the hiring, career progress, and retention of highly qualified academic and nonacademic staff prompted this manpower study. A statement of some basic elements in Ontario universities pertaining especially to faculty career planning is presented followed by a quantitative examination of university demography and of some aspects of the age, rank, and salary distribution of faculty, both present and prospective. Current practices are analyzed for possible impact on future staffing patterns at Ontario universities. Some alternative scenarios of staffing patterns and their implications for the next three decades are presented and discussed. (JMF)

ED 127 849 HE 008 071

Markham, Bonnie

Affective Objectives in a Medical School Course: Report of a Failure.

Pub Date Apr 76

Note—26p.; Paper presented at AERA meetings (San Francisco, California, April, 1976)

Available from—Department of Psychiatry, CMDNJ-Rutgers Medical School, New Brunswick, New Jersey

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Affective Objectives, Behavioral Sciences, Behavior Change, Bibliographies, Curriculum Development, Graphs, *Higher Education, Humanization, Individual Development, Medical Education, *Medical Students, Negative Attitudes, Patients (Persons), Physicians, *Psychiatrists, *Psychiatry, Statistical Data, *Student Attitudes

The extent to which second year medical students increased their positivity to psychiatry and changed their orientation toward the patient as a person, following a Behavioral Science course, was measured in two successive years. Mastery of the cognitive aspects of the course was also assessed. While performance significantly improved on the Behavioral Science part of the National Boards, no change in attitudes was demonstrated. Further study revealed that entering medical students were more negative in their attitudes toward psychiatry than was the general population and that students shared with the psychiatry department faculty a fairly negative view of patients and psychiatrists. A number of factors are proposed as sources of difficulty in promoting a humanistic orientation in the pre-clinical years. It is suggested that clues to overcoming these difficulties lie in the systematic investigation of physician-patient behavior in a natural setting, such as a doctor's office. By increasing understanding of the day-to-day practice of medicine, the focus of teaching in Behavioral Science can be directed toward those things a physician needs to know. (Author)

ED 127 850 HE 008 074

Approach to the Eighties: Demand/Quality/Resources. Brief to the Ontario Council on University Affairs. Report No. 76-9.

Council of Ontario Universities, Toronto.

Pub Date Jun 76

Note—70p.; Prepared by the COU Committee on Operating Grants

Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Educational Demand, *Educational Planning, Educational Quality, *Enrollment Trends, *Financial Needs, Financial Support, Government Role, Grants, *Higher Education, *Resource Allocations, Statistical Data

Identifiers—*Ontario

Statistical data and commentary are offered on recent enrollment and funding experiences, as well as government and university objectives. Levels of service and quality are reported in terms of career development of highly qualified manpower, equipment and furniture, and

research. Enrollment projections for 1977-78 and beyond are presented, including implications for steady state and growing institutions, effects of enrollment averaging, and planning. Trends in inflation and indicators of university support are also discussed, along with recommendations for increases in system operating income for 1977-78. (LBH)

ED 127 851 HE 008 079

Cowley, W. H.
What Every Professor Should Know About American Higher Education.

Pub Date 28 Oct 60

Note—32p.; Paper presented before the faculty of the College of Business Administration, University of Akron (Akron, Ohio, October 1960); Best copy available

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Administration, Educational Objectives, *Higher Education, Organization, *Research, *Role Perception, *Student College Relationship, *Teacher Role, *Teaching

It might be desirable to have available for professors a book with the title "What Every Professor Should Know About American Higher Education." Some topics that could be included are the organization, function, and purpose of American colleges and universities. Other topics of importance needing examination are various teaching roles, the role of research, and the administrative process. (Author/KE)

ED 127 852 HE 008 081

Humphrey, David A.
Instructional Cost Analysis: History and Present Inadequacies.

Pub Date 13 Nov 75

Note—11p.; Paper presented at the National Conference on Behavior Research and Technology in Higher Education (3rd, Atlanta, Georgia, November 13, 1975)

Available from—Educational Development, State University of New York, Albany, New York

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Accounting, Budgeting, Conference Reports, *Cost Effectiveness, *Cost Indexes, *Educational Accountability, Educational Finance, Efficiency, *Estimated Costs, *Expenditures, *Higher Education, Instructional Design, *Instructional Materials, Operating Expenses, Program Costs, Speeches, Unit Costs

The cost analysis of instruction is conducted according to principles of teaching and learning that have often become historically dated. Using today's costing systems prevents determination of whether cost effectiveness actually exists. The patterns of instruction in higher education and the systems employed for instructional cost analysis are not compatible. The problems are directly attributable to the accounting systems used and their corresponding analytical techniques. What is needed is a better understanding of the instructional process by those designing cost analysis programs. Emphasis on increased flexibility should be a paramount consideration. Particular emphasis must be placed upon defining and assessing the relationship between campus academic departments and those agencies referred to as support services that are assuming increasing responsibilities for the direct provision of instructional material. Resolution of this matter will necessitate a thorough re-examination of instructional costing procedures. (Author/LBH)

ED 127 853 HE 008 094

Clark, Burton R. Youn, Ted I. K.
Academic Power in the United States: Comparative Historic and Structural Perspectives. Research Report No. 3.

George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency—American Association for Higher Education, Washington, D.C.

Pub Date 76

Note—61p.

Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Administrative Organization, *Comparative Education, *Higher Education, *Organizational Development, *Power Structure

Identifiers—*Great Britain, *United States

The nature and structure of academic power in American higher education is described and compared with the British and Continental modes of academic organization. Structured power is described as providing influence to certain groups, systematically backing certain values and viewpoints at the same time subordinating others, and determining whether activities will be influenced by monopolistic or pluralistic forms of participation. The analysis concluded that the general structure of higher education in the United States is appropriate for the wide range of training opportunities needed to extend higher education to all that can benefit from it. (Author/JMF)

ED 127 854 HE 008 096

Grading by Contract.

Michigan Univ., Ann Arbor. Center for Research on Learning and Teaching.

Pub Date Apr 76

Note—7p.

Available from—Center for Research on Learning and Teaching, University of Michigan, 109 E. Madison, Ann Arbor, Michigan 48109

Journal Cit—Memo to the Faculty; n57 p1-6 Apr 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, College Students, *Criterion Referenced Tests, Educational Accountability, Grades (Scholastic), *Grading, *Higher Education, Needs Assessment, *Performance Based Education, Policy Formation, Scoring, State Universities, *Student Evaluation

Identifiers—*Learning Contracts, University of Michigan

A contrast is drawn between "norm-referenced" grading (on the curve) and "criterion-referenced" grading (including contract). Most teachers incorporate both methods but without always being aware of the logic behind their grading procedures. It is suggested that the academic units of the University of Michigan must continue to search out a rational policy to guide the grading decisions made by its teachers. (Author/LBH)

ED 127 855 HE 008 100

Carlson, Mary S., Ed. Berlet, Chip, Ed.
The Options Handbook. Handbook Three: Counseling to Improve Student Decision-Making.

National Student Educational Fund, Washington, D.C.

Pub Date 76

Note—41p.

Available from—National Student Educational Fund, Suite 305, 2000 P Street, N.W., Washington, D.C. 20036 (\$1.75)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Choice, *Counseling Effectiveness, Counseling Services, *Counselor Functions, *Decision Making, Delivery Systems, *Educational Counseling, Females, *Guidance Counseling, Guides, *Higher Education, High School Students, Manuals, Minority Groups, Pupil Personnel Services

Specific issues in counseling are examined from the user's perspective. The book is a collection of issue papers written by students and recent graduates. Chapter 1 provides an overview of the counseling profession and discusses the controversy between educational and therapeutic counseling, the predominance of high school counselors, and the relative ineffectiveness of counselors. The second chapter considers the counseling process itself. Chapter 3 deals with regional and community-based counseling centers as an alternative to the traditional high school counseling system. Minority counseling programs and minority student needs are addressed in Chapter 4, and the fifth chapter describes the information and counseling needs of women. Three primary changes in the counseling system are identified: (1) the focus of counseling should be client-centered; (2) counselors need to be able to collect and manage the information that prospective students need; and (3) counseling should be moved out of the schools and into the community. (LBH)

ED 127 856 HE 008 103

The Productivity and Screening Effects of Educational Attainment.

Froomkin (Joseph) Inc., Washington, D.C.

Pub Date Feb 76

Contract—HEW-100-76-0012

Note—87p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Economic Research, *Educational Accountability, *Educational Economics, *Educational Finance, Educational Objectives, Federal Aid, Federal Government, *Financial Support, Government Role, *Higher Education, *Policy Formation, Post Secondary Education, *Productivity

Until now, the economic analysis of education has not contributed effectively to policy formation because it has failed to answer (1) the question of who benefits from education, and (2) the concomitant question of the best way to finance education, particularly postsecondary education. The reasons for this failure have been the lack of consensus among economists about the effects of educational attainment upon the productivity of the economy, and about the distribution of benefits from additional schooling. Recent discussion on these subjects is reviewed. Three sections are presented: (1) a summary of the discussion of the effects on educational attainment of productivity in the light of recent controversies surrounding the aggregate production function; (2) an analysis of recent writings on the benefits (rates of return) of educational investment and the manner in which these benefits are distributed; and (3) an analysis of the implications of these two topics upon federal policy for education. (Author/LBH)

ED 127 857 HE 008 138

Chickering, A. W.

A Conceptual Framework for Educational Alternatives at Empire State College.

State Univ. of New York, Saratoga Springs. Empire State Coll.

Pub Date Apr 76

Note—76p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Adult Characteristics, Adult Programs, *Adult Students, Bibliographies, College Role, *Curriculum Design, Degree Requirements, *Educational Alternatives, Educational Demand, Educational Quality, *Higher Education, Performance Based Education, *Psychological Characteristics

Identifiers—*Empire State College

Empire State's 1976 Master Plan called for focus on providing educational alternatives for the increasingly diverse students at the college. It was decided to design programs to fit the students, which raised two problems concerning educational standards: criteria for performance and degree definitions. This report discusses the coordination of adult development and college development. Major dimensions of adult development are identified: ego development; intellectual development; interpersonal style; moral and ethical development; and development of social interest and of purpose. Potential contributions from academic disciplines are described in the fields of philosophy, literature, drama, history, and science. A 43-item bibliography is included. (LBH)

ED 127 858 HE 008 149

Hogges, Ralph Hogges, Lilia Pardo

Curriculum and Instructional Processes in American Higher Education.

Florida International Univ., Miami.

Pub Date Apr 76

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Role, *Curriculum Design, *Educational Improvement, *Educational Needs, Educational Objectives, Futures (of Society), *Higher Education, *Instructional Design, *Manpower Needs, Student Evaluation of Teacher Performance, *Student Needs, Teacher Role

Curriculum and instruction planners on the university campuses must continue in their attempts to provide quality in meeting the learners educational, vocational, and personal-social needs. Issues examined are: (1) planning courses and curricula to meet the needs of students; (2) the planning objectives in specific fields; (3) advantages and disadvantages of the lecturing methods; (4) group discussion; and (5) whether or not a teacher is needed. Shifts are necessary in approaches to teaching and evaluation to meet the needs of students. Needed is: (1) more student evaluation of faculty; (2) more emphasis on combining the resources of public and private institutions; and (3) education operating within an ivory tower. (Author/KE)

ED 127 859

HE 008 158

Anderson, G. Lester. *And Others*
Reflections on University Values and the American Scholar.

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.
Pub Date Jun 76

Note—70p.; Papers presented at the retirement of G. Lester Anderson as Director of the Center for the Study of Higher Education and Professor of Higher Education (The Pennsylvania State University, University Park, Pennsylvania, June 1976)

Available from—The Center for the Study of Higher Education, The Pennsylvania State University, University Park, Pennsylvania

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Bibliographies, *College Role, *Educational Objectives, *Educational Philosophy, *Higher Education, Organization, Social Values, Speeches, *Universities, *Values
The university exists in its own right as a fundamental construct in the system of beliefs, traditions, myths, saga, governments, churches, and other social institutions and structures that comprise the hallmarks of Western culture. In an attempt to understand the university and its value system, pertinent issues are discussed: (1) the university as an organization (G. Lester Anderson and Kenneth P. Mortimer); (2) values in higher education (G. Lester Anderson and William Toombs); (3) the university as an organization and how it differs from a business (Donald C. Hambrick); and (4) the American scholar in 1976 (G. Lester Anderson). (Author/KE)

ED 127 860

HE 008 159

Jones, Larry G.
A New Caveat: Let the Buyer Be Aware.
Pub Date May 76

Note—18p.; Paper presented at the Annual Forum of the Association for Institutional Research (May 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Admission Criteria, *Consumer Protection, Costs, *Educational Opportunities, *Equal Education, *Evaluation Methods, Guidelines, *Higher Education, *Program Evaluation, School Holding Power, Student Placement

This paper identifies information to assist the prospective student in evaluating programs and institutions of higher education through the development of a reporting format, a "consumer's guide," that lends itself to easy analysis and interpretation. In addition to cost, retention, and placement success information usually suggested by consumer protection groups, the consumer's guide includes data for institutional and program evaluation, and focuses attention on the data necessary for student consumer admissions decisions. (Author)

ED 127 861

HE 008 160

Bruegman, Donald C.
Conflict in Cost Analysis: Experiences with Three Different Cost Models.

Pub Date May 76
Note—19p.; Best available copy.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Comparative Analysis, *Cost Effectiveness, *Evaluation Methods, *Higher Education, *Management Systems, *Models, *Program Costs

Identifiers—*University of Cincinnati

Presented are the results of one university's experience with three different models of determining institutional program costs. The three models discussed are the National Center for Higher Education Information Exchange Procedures (NCHEMS IEP), the Ohio Board of Regents Resource Analysis Procedure, and the Association of American Medical Colleges Cost Study. Traced is the history of the University of Cincinnati's involvement in each of these three cost models. Samples show how one model differs from each of the others. But, it is concluded, that as long as there are so many different cost models, there is little chance that anyone will understand the costs of higher education. There needs to be more cooperation in developing standardized cost methodologies among national associations, state agencies, and institutions. (Author/KE)

ED 127 862

HE 008 167

Graduate Education at Western Michigan University. A Report by the All-University Committee on Graduate and Professional Education.

Western Michigan Univ., Kalamazoo.

Pub Date 76

Note—155p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Administrative Organization, *College Role, Continuing Education Centers, Curriculum Design, *Educational Objectives, Graduate Students, *Graduate Study, *Higher Education, *Professional Education, Staff Role, *State Universities, Teacher Role

Identifiers—*Western Michigan University

A reappraisal of the educational mission of Western Michigan University is attempted by the All-University Committee on Graduate and Professional Education. The events leading to the creation of the committee, its charge, and its plan of action are described, followed by a history of graduate programs at the university. The purposes of graduate education, specifically the mission of Western within those purposes, are examined. Major topics studied by the committee and its subcommittees include: graduate students; curricula; the graduate faculty; the administration of graduate education; instructional facilities such as computers, laboratories, libraries, and instructional communications; and community service and continuing education. The committee urges a continuance of this self-study process, and 43 specific recommendations are offered. (LBH)

ED 127 863

HE 008 168

Paley, Henry D.
The Campus in Hard Times. New York's Higher Education Crisis. How It Happened. How It Can Be Resolved.

Commission on Independent Colleges and Universities of the State of New York, New York.
Pub Date [76]

Note—13p.; Best available copy
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—College Choice, *Cost Effectiveness, *Educational Economics, *Educational Finance, Enrollment, Facility Planning, *Financial Problems, Guidelines, *Higher Education, *Policy Formation, Public Policy, Taxes, Tuition

Identifiers—*New York

How did the New York State system of colleges and universities arrive at the brink of fiscal disaster? What is a possible new perception of higher education financing for New York? The radical shift in enrollment from independent to government-sponsored campuses, and the steep escalation in tax-levy burden for higher education resulted in the New York State system of colleges and universities fiscal disaster. Possible ways of maintaining collegiate access are by fuller utilization of capital facilities and by reforming public policies now on the statute books that are aimed at eliminating family economic circumstances as the sole criterion in a college-bound student's institutional choice. While the state system of higher education is essential to its future cultural and economic health, it cannot be allowed to become a hindrance to state fiscal recovery. Public policy in higher education must clearly reflect the job to be done and the most cost-effective way of doing it. (Author/KE)

ED 127 864

HE 008 170

Florida Board of Regents Annual Report, 1974-1975.

State Univ. System of Florida, Tallahassee.

Pub Date [76]

Note—94p.

Available from—Florida Board of Regents, State University System of Florida, 107 West Gaines Street, Tallahassee, Florida 32304

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Administration, *Annual Reports, Educational Economics, Enrollment Rate, Facilities, *Governance, Governing Boards, *Higher Education, Innovation, Personnel Policy, Professional Education, *State Universities, Student College Relationship, Tables (Data)

Identifiers—*Florida

This annual report outlines the activities of the Florida State University System during the fiscal year beginning July 1, 1974 and ending June 30, 1975. Each university of the state system reports

separately on such topics as: academic affairs, administrative affairs, economic affairs; state-related research and public projects; enrollments; management; professional schools; accreditation; collective bargaining; personnel and faculty relations; equal educational opportunity; affirmative action; continuing education; off-campus programs; program evaluation and control procedures; facilities; Title I; planning; and prospects for the future. Appendices contain statistical and financial data. (KE)

ED 127 865

HE 008 171

Outreach Baccalaureate and Beginning Graduate Programs in Florida's Panhandle.

Florida State Board of Regents, Tallahassee.

Pub Date 76

Note—116p.

Available from—Florida Board of Regents, State University System of Florida, 107 West Gaines Street, Tallahassee, Florida 32304

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Educational Economics, Educational Needs, Educational Planning, *External Degree Programs, *Higher Education, Post Secondary Education, *Program Costs, *Program Evaluation, *Regional Planning, *State Universities, Surveys, Tables (Data)

Identifiers—*Florida

Outreach baccalaureate and beginning graduate degree programs have been offered at Panama City Center under the jurisdiction of the University of West Florida since 1971. This feasibility study was conducted to establish directions for the future development of the Center, which already serves substantial numbers of persons in the area of seeking a college degree who find themselves beyond commuting distance to the campus of a public university. Suggested are alternative courses of action that may be taken with respect to expansion. Advantages, disadvantages, and costs of each approach are discussed. Alternatives are: (1) a cutback from the present level of off-campus offerings; (2) a continuation of the existing program at its 1975 level; (3) a limited expansion, calling for a building designed to accompany joint utilization by the University of West Florida's Panama City Center and Gulf Coast Community College; and (4) a branch campus under the academic and administrative control of the University of Florida. (Author/KE)

ED 127 866

HE 008 173

Penrod, Kenneth E.

Physician Manpower and Distribution in Florida, 1976.

State Univ. System of Florida, Tallahassee.

Report No.—BOR-76-7

Pub Date May 76

Note—32p.

Available from—State University System of Florida, 107 W. Gaines Street, Tallahassee 32304

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Demography, *Educational Needs, Geographic Distribution, *Higher Education, *Manpower Needs, *Medical Education, *Physicians, *Statewide Planning, Surveys, Tables (Data)

Identifiers—*Florida

This study, requested by the Community Hospital Education Council, was undertaken to provide guidance in the allocation of state resources in support of internship and residency programs. An attempt is made to establish goals of physician manpower in each of the major specialty groups and to indicate the excess or deficit now extant in Florida. Findings are: (1) 884 more general/family practitioners are needed; (2) 774 more internists are needed; (3) 165 general pediatricians are needed; (4) more psychiatrists, anesthesiologists, plastic surgeons and otorhinolaryngologists are needed; and (5) there is an adequate supply, and in some cases an oversupply, in other specialty areas of medicine. (Author/KE)

ED 127 867

HE 008 174

Strickland, Wayne G.

Demographic Student Study for Planning. Report No. 76-4.

Georgia State Univ., Atlanta.

Pub Date Sep 75

Note—110p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Age, *College Students, *Demography, Educational Planning, Females, Geographic Distribution, Graduate Students, *Higher Education, Males, *Negro Students, Statistical Data, *Student Characteristics, *Transfer Students, Undergraduate Students
Identifiers—*Georgia State University

Presented is demographic information of Georgia State University students in the Fall Quarter 1974 that emphasized a graphic/tabular format. The data for this project was obtained from the Office of the Registrar's student base, and only Fall Quarter information (as of November 1974) was included. The project was meant to investigate a "static" population, i.e., the total student population at one point in time. The student body characteristics were presented initially by age and sex for the total university and then by schools within the university. The study then illustrated some characteristics of the black student population and transfer students. In conjunction with the general characteristics of the population, computer-generated maps showing the geographic location of students by school and academic level (graduate and undergraduate) were presented. (Author/KE)

ED 127 868 HE 008 175

Moore, Margaret L. Perry, Jan F.

Clinical Education in Physical Therapy: Present Status/Future Needs. Final Report of the Project on Clinical Education in Physical Therapy.

American Physical Therapy Association, New York, N.Y.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date Jun 76

Contract—NO1-AH-44112

Note—495p.

Available from—Section for Education, American Physical Therapy Association, 1156 15th Street, N.W., Washington, D.C. 20005

EDRS Price MF-\$1.00 HC-\$26.11 Plus Postage.

Descriptors—*Clinical Experience, Costa, Curriculum Development, *Educational Needs, Educational Objectives, Evaluation Methods, *Facility Improvement, Guidelines, *Health Occupations Education, *Higher Education, Manpower Needs, *Physical Therapists, Professional Personnel, Program Evaluation, Site Analysis, Student Teacher Relationship, Tables (Data), *Teacher Improvement, Teacher Role

This final report on guidelines for staff development and educational effectiveness in physical-therapy clinical education contains data concerning the selection and use of clinical facilities, selection and roles of clinical faculty, the process of clinical education, and the evaluation process in clinical education. Issues include: manpower distribution; curriculum development; faculty development; educational objectives; program evaluation; site selection and facility planning; educational costs; student-faculty relationship; professional organizations; and program development. Appendices contain a list of references; standards for clinical education site; maps; supplementary tables; and evaluation examples. (Author/KE)

ED 127 869 HE 008 176

Bukowski, Joseph E.

Societal Factors: An Analysis of Selected Factors of Dormitory Students and Commuting Students at Johnson and Wales College.

Pub Date 17 Jun 75

Note—22p.; Ed.D. Practicum, Nova University; Best copy available

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Academic Achievement, Age, *Business Education, College Environment, *Commuting Students, Comparative Analysis, Grade Point Average, *Higher Education, *Resident Students, *Student Characteristics, *Student College Relationship

Identifiers—*Johnson and Wales College

Focusing on freshmen commuter students and freshmen dormitory students at Johnson and Wales College, general characteristics and academic achievement were measured. General entrance characteristics included student age, College Entrance Examination Board scores and high school rank. Academic achievement was measured in terms of student grades in Introduction to Accounting and Business Mathematics courses. In addition, final grade-point averages

were compared as an indicator of academic achievement. In general, entrance characteristics for commuter and dormitory students were similar. Some differences in academic achievement were noted in Introduction to Accounting and Business Mathematics courses and in terms of the students' final grade-point averages. (Author/KE)

ED 127 870 HE 008 177

Bukowski, Joseph E.

College Governance: A Comparison of Faculty Evaluation in Public and Private Colleges with Implications for the Improvement of the Evaluation Process at Johnson and Wales College.

Pub Date 25 Feb 75

Note—29p.; Ed.D. Practicum, Nova University; Best copy available

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Educational Assessment, *Effective Teaching, *Faculty Evaluation, *Governance, *Higher Education, Questionnaires, *Student Evaluation of Teacher Performance, Surveys, Tables (Data)

Identifiers—*Johnson and Wales College

This study focuses on selected factors in the evaluation of faculty members in: (1) colleges accredited by the Association of Independent Colleges and Schools; (2) public junior and senior colleges; and (3) Rhode Island colleges. Results of the study indicate that faculty evaluation schemes must follow the basic goals and philosophy of the institution. Nearly all respondents indicated that faculty evaluation was used on a formal basis. The study concluded with appropriate recommendations for the implementation of a formal system of faculty evaluation. (Author)

ED 127 871 HE 008 178

Adams, W. Sam Hoyt, Timothy H.

Reallocation of Time and Resources. The New Oshkosh Calendar Plan.

Wisconsin Univ., Oshkosh.

Pub Date [76]

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administration, Adult Education Programs, Autoinstructional Aids, Budgets, College Faculty, Computer Assisted Instruction, Curriculum, *Educational Innovation, Educational Needs, *Flexible Schedules, *Higher Education, Resource Allocations, *School Calendars, *School Schedules, Shared Facilities, Tutorial Programs

Identifiers—*University of Wisconsin Oshkosh

The faculty of the University of Wisconsin-Oshkosh established a new structure for integrating a flexible calendar within the traditional semester. The new calendar divides the fall and spring semester into 7-7-3 week modules and the summer semester into two 4-week modules. The Calendar's major purposes are to encourage curriculum innovation and faculty development, attract new learners, and increase alternatives for continuing students. The framework for the Calendar was developed by thirteen special Calendar committees involving over 100 faculty, students, and administrators. The committees dealt with concerns such as budget, faculty development, student progress, faculty responsibility, curriculum, scheduling, administration, public relations, new learners, new students, academic policies, and evaluation. The new Calendar includes such innovations as self-paced, autotutorial instruction, computer-monitored instruction, programs for adult learners; and programs offered in public libraries that are being primarily funded by base reallocation. In addition, the two-year calendar experiment has incorporated a comprehensive evaluation program that uses national and local instruments to assess changes in students, faculty, and administrators' attitudes about the calendar. (Author)

ED 127 872 95 HE 008 180

Dailey, John Scott

Program Evaluation of HEA Title I Projects in Florida. Report No. 76-5.

State Univ. System of Florida, Tallahassee.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [76]

Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adult Education, *Community Service Programs, *Educational Assessment, Educational Benefits, Evaluation Methods, *Higher Education, *Program Evaluation, *State Programs

Identifiers—*Florida, Higher Education Act Title I

Described is the system of evaluation used to monitor and assess the effectiveness of community service/continuing education programs in Florida funded through Title I of the Higher Education Act of 1965. It is necessary to first describe the State Agency's understanding of program evaluation and indicate the influences that contribute to that understanding. Part I indicates those influences and deals with the State Agency's understanding of the concept of program evaluation from the standpoint of definition, purpose, nature, and process. Part II describes project evaluation as it existed prior to the development of the present system, and then describes the present system as it appears in the State Agency Operation's Manual. (Author)

ED 127 873 HE 008 182

Lee, Alfred M.

Pricing Policy, Social Equity and Institutional Survival in Tertiary Education in New Jersey.

Pub Date Aug 76

Note—31p.; Best available copy.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Educational Economics, *Equal Education, Family Income, Financial Needs, *Financial Policy, *Higher Education, Middle Class, *Public Policy, *State Aid, Student Costs, Student Financial Aid, Student Mobility, Tables (Data)

Identifiers—*New Jersey

New Jersey aids private institutions but is deficit in low-priced open access to public colleges. Discussed is higher education in New Jersey in light of this historical condition; pricing policy; social equity; decisions, especially regarding institutional support, student aid, and public tuition; and the "free market." While the proportion of New Jersey high school graduates who stop participating in higher education because of the "free market" cannot be predicted, possibly out of every six students who leave the public sector but do not drop out of college, one will attend a New Jersey private institution and five will leave the state. (Author/KE)

ED 127 874 HE 008 183

Peterson, Vance T., Ed.

Renewing Higher Education: The Competency-Based Approach.

Toledo Univ., Ohio. Center for the Study of Higher Education.

Pub Date 76

Note—113p.

Available from—Center for the Study of Higher Education, University of Toledo, 2801 W. Bancroft, Toledo, Ohio 43606 (\$3.00)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Curriculum Design, *Educational Accountability, Educational Alternatives, Educational Improvement, Educational Technology, Effective Teaching, General Education, *Higher Education, *Individualized Instruction, Individualized Programs, *Instructional Innovation, Liberal Arts, *Performance Based Education, *Relevance (Education)

Ten essays are presented that consider a number of philosophical and technical issues associated with an emerging curriculum strategy known as competency-based education. Among them are: The debate over the relevance of liberal versus practical subjects; faculty renewal; the impact of reform on the student; the validation of excellence; and the technology of curriculum change. These issues are given new meaning and emphasis when examined within the context of a competency perspective. (LBH)

ED 127 875 HE 008 186

McCoy, Marilyn Fincher, A. Lawrence

Analysis of State Financial Support of Higher Education: Pitfalls and Promises.

Pub Date 76

Note—22p.; Paper presented at the annual forum of the Association for Institutional Research (Los Angeles, California, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Comparative Analysis, Educational Economics, *Financial Support, *Institutional

Research, *Needs Assessment, *Policy Formation, *Post Secondary Education, Responsibility, State Aid, *Statewide Planning

Discussed is the need to examine a number of measures of the "level" of state support of post-secondary education (e.g., in terms of a state's population, its students, and the level of state revenues). Described are factors that need to be considered as planners attempt to better understand the specific context surrounding state support decisions. The kinds of higher education institutions supported in the state, the extent to which other sources provide funding, the differential financial ability of states to furnish support, and the effects of inflation are all influences that need to be examined. Abstracted are a number of key facets of the analysis process as they affect institutional-state relations. For example, some of the tradeoffs concern the level of detail at which such analysis is conducted and how this relates to management jurisdiction; the choice between using existing data that may be less accurate but more timely and less burdensome for institutions than the collection of new data; the appropriateness of comparative analysis, both between states and within a single state; and the responsibility of researchers in presenting analytic findings and limitations. (Author/KE)

ED 127 876 HE 008 188

Eikenberry, F. L. Gleason, W. M.
NCHEMS Costing and Data Management System and the Purdue University Cost Study: A Comparison of Narrowly Defined Direct Costs.

Purdue Univ., Lafayette, Ind. Office of Analytical Studies.

Pub Date Jan 76

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cost Effectiveness, *Cost Indexes, *Data Analysis, Educational Accountability, *Educational Economics, Educational Finance, Estimated Costs, Flow Charts, *Higher Education, *Management Systems, Program Costs, Resource Allocations, Statistical Data, Student Costs, Systems Analysis, *Unit Costs

Identifiers—NCHEMS Costing and Data Management System, *Purdue University Cost Study

One critical aspect of costing system methodologies is examined: the effects of average costing by course level on program unit cost. The direct costing methodologies used in two costing systems are compared. One is the internally developed Purdue University Cost Study; the other, the NCHEMS Costing and Data Management System. The comparison concerns the direct instructional program unit costs produced by the two systems and does not attempt to compare the two systems generally. The specific issue addressed is the effect that different levels of direct cost aggregation have on student program direct unit costs. The summarized NCHEMS/Purdue cost ratios reflect overall similarities in program direct costs per full-time-equivalent student whether costing on an average cost-per-credit-hour basis by course level (NCHEMS System) or attaching costs to each course and flowing those costs to the programs based upon the program course enrollment (Purdue System). (LBH)

ED 127 877 HE 008 189

Holmstrom, Engin Inel Knepper, Paula R.

Four-Year Baccalaureate Completion Rates: A Limited Comparison of Student Success in Private and Public Four-Year Colleges and Universities.

American Council on Education, Washington, D.C. Policy Analysis Service.

Pub Date 76

Contract—300-75-0375

Note—87p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Academic Achievement, Age, *Bachelors Degrees, Bibliographies, College Environment, *College Students, Comparative Analysis, *Educational Benefits, Females, *General Education, *Higher Education, Males, *Private Colleges, Race, State Colleges, Student Characteristics, Tables (Data)

Presented is information on the educational process, or success, of students attending private and public institutions. It is assumed that the role played by small private liberal arts colleges can be understood only in the larger context of the total higher education domain, public and private. The criterion of student progress is completion of the baccalaureate within four years

after college entry. Baccalaureate completion still stands as a significant indicator of success. The criterion also directs federal concern beyond the initial step of providing equal access to higher education toward the more complex and persistent issue of equalizing educational outcomes. Data for the study comes from the American Council on Education's undergraduate longitudinal file, which consists of information on students surveyed first at the time they entered college as first-time, full-time freshmen in the fall of 1968, and followed up four years later in the fall of 1972. Student characteristics taken into account are sex, race, ability, and income. (Author/KE)

ED 127 878 HE 008 190

Chambers, M. M.

The Colleges and the Courts. 1976 Updating Supplement.

Illinois State Univ., Normal. Dept. of Educational Administration.

Pub Date 76

Note—65p.

Available from—Department of Educational Administration, Illinois State University, Normal, Illinois 61761 (\$2.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Academic Failure, Academic Freedom, Admission Criteria, *Colleges, *Court Cases, Discipline Policy, Fees, *Higher Education, *Legal Problems, Parent Responsibility, Racial Discrimination, Resident Students, Sex Discrimination, *Student College Relationship, Student Financial Aid, Student Organizations, Student Rights, Tuition

This update of a 1972 publication mentions approximately 60 court cases. Issues covered are: (1) obligation of divorced parents to pay college expenses; (2) admission as a student; (3) discrimination on grounds of race or sex; (4) exclusion for academic reasons; (5) mandatory activity fees charged to students; (6) differential tuition fees charged to students; (7) aspects of student financial aid; (8) various facets of student life; (9) college dormitory residents; (10) unreasonable searches and seizures; (11) confidentiality of student records; (12) torts against students; (13) freedom of speech and assembly; (14) the "speaker ban" furor; (15) student organizations; (16) freedom of the student press; (17) "due process" in disciplinary proceedings; (18) how specific must disciplinary rules be?; (19) state statutes applied to campus disruptions; and (20) executive, judicial, and grand jury overkill. (Author/KE)

ED 127 879 HE 008 191

Kramer, Gerald H. Creswell, John W.

Four-Year State Colleges: The Scope of Collective Bargaining.

Pub Date May 76

Note—18p.; Paper presented at the annual forum of the Association for Institutional Research (16th, Los Angeles, California, May 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Arbitration, *Collective Bargaining, *College Faculty, Grievance Procedures, *Higher Education, Models, *Negotiation Agreements, *State Colleges, State Legislation, Teacher Associations, *Unions

Examined are the written collective bargaining agreements that existed during any part or all of the 1973-74 academic year between four-year state colleges and faculties who have chosen bargaining agents. All of the written agreements in effect at four-year state colleges, a total of fourteen covering thirty-seven institutions, were analyzed. The "scope of bargaining" is defined as the degree to which each written agreement included thirteen subjects traditionally considered in a "model" contract. Next, several research questions were posed to examine implicit assumptions held by practitioners and stated in the literature that may contribute to an extended "scope." Results showed that the type of law enacted by a state may influence the "scope of bargaining" of a written agreement. However, the type of organization representing faculty, the composition of the bargaining unit, the use of third-party intervention, and binding arbitration clauses in the agreements failed to significantly affect the content of the written agreements. (Author)

ED 127 880 HE 008 192

Horison: A Guide to Educational Opportunities in Ontario Beyond the Secondary School Level.

Ontario Ministry of Colleges and Universities, Toronto.

Pub Date 76

Note—121p.

Available from—Information Resources Branch, Ministry of Colleges and Universities, Mowat Block, Queens Park, Toronto, Ontario M7A 1B9 Canada

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Admission Criteria, Bibliographies, *Community Colleges, Degree Requirements, *Directories, Educational Finance, *Financial Support, General Education, Guides, *Higher Education, Liberal Arts, Post Secondary Education, Statistical Data, *Student Costs, *Student Loan Programs, Trade and Industrial Education, Vocational Education

Identifiers—*Ontario

Postsecondary educational opportunities in Ontario are described in this edition, revised as of June 30, 1976. Information is presented on: financial assistance to students; student costs; general information on colleges of applied arts and technology; chart of programs available at colleges of applied arts and technology; skilled trades and trade descriptions; general information on Ontario universities and charts of programs available at them; and other postsecondary education institutions. A selected list of other reference publications on postsecondary education is also included. (LBH)

ED 127 881 HE 008 193

Luthans, Fred

The Faculty Promotion Process. An Empirical Analysis of the Administration of Large State Universities.

Iowa Univ., Iowa City. Bureau of Business and Economic Research.

Pub Date 67

Note—108p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Administrative Policy, Career Ladders, *Centralization, *College Faculty, Educational Administration, Employment Opportunities, *Faculty Promotion, *Higher Education, Instructional Staff, Job Development, Job Satisfaction, Policy Formation, *State Universities, *University Administration

One phase of academic management, the faculty promotion process, is systematically described and analyzed. The study encompasses three parts: (1) the justification of the use of management concepts in the analysis of academic administration; (2) a descriptive presentation of promotion policies and practices in 46 large state universities; and (3) analysis with empirical data of the central control of decentralized business faculty promotions. Only eight percent of the faculty sample felt their present promotion process was well accepted and contributed to high morale. Results of the analysis of this study indicate that there is a lack of effective central control over faculty promotion policies and practices. Conclusions are drawn that have implications for academic administration regarding promotion policies, practices, and central control. (LBH)

ED 127 882 HE 008 195

Duff, Franklin L.

The Job Market Vs. Collegiate Curricula: A Potential Conflicting Pressure.

Pub Date May 76

Note—27p.; Paper presented at the Association for Institutional Research Forum (Los Angeles, California, May 1976)

Available from—University Bureau of Institutional Research, University of Illinois, 252 Illini Tower, Champaign, Illinois 61820

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Career Choice, *College Majors, Educational Planning, *Employment Patterns, *Higher Education, Job Market, *Job Placement, *Success Factors, Surveys, Unemployment

Results of Surveys of graduates (based on the 1972 and 1973 classes) soon after receipt of a degree are used to document the existence of dramatic differences in level of vocational success achieved by the graduates of various curricular areas. Measures of vocational success discussed include unemployment rate, underemployment rate, incidence of employment in jobs related to the college curriculum, and annual salary. The persistence of these patterns over time is examined using results from a 1975 survey of 1970 graduates. The extent to which graduates seemingly are concerned about the existing cur-

riculum-job market relationships also is discussed along with the implications that the apparent conflicting pressure has for institutional and student planning. (Author)

ED 127 883

HE 008 196

Thomas, C. R.

Can Industrial Seniority Be Used For Retrenchment in Higher Education? Collective Bargaining Perspectives, Volume 1, Number 7. West Virginia Univ., Morgantown. Dept. of Educational Administration.

Pub Date Sep 76

Note—14p.

Available from—West Virginia University, Department of Education Administration, Morgantown, West Virginia

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Personnel, Administrative Policy, *Collective Bargaining, College Faculty, Discipline Policy, Employment Level, Employment Practices, *Employment Problems, Faculty Mobility, *Higher Education, *Negotiation Agreements, *Personnel Policy, *Teacher Dismissal, *Tenure, Unions

Distinct questions come up concerning industrial seniority practices and higher education. (1) Would retrenchment by seniority—rank or institutional—destroy academic tenure as such and institute instead a new system? (2) Can "bumping" be used in academe? (3) Would seniority discourage academic transfers? (4) Would seniority effect disciplinary actions? (5) Concerning merit, would industrial seniority, as it would be applied to higher education, supercede exemptions for meritorious performance in the classroom or in a first-level administration position? That retrenchment will increasingly be used by college/university administrators to solve budgetary problems and to maximize institutional growth is an inevitable truth. Both administrators and faculty members must immediately become aware of the cataclysmic impact of retrenchment by seniority on higher education. (Author/KE)

ED 127 884

HE 008 199

A Report on Scholarship Grades. University of California, Berkeley. Per Cent Distribution for 1974-1975.

California Univ., Berkeley. Office of Institutional Research.

Pub Date Jul 76

Note—60p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Academic Achievement, Achievement Rating, College Students, Comparative Analysis, *Grade Point Average, *Grades (Scholastic), *Graduate Students, High Achievers, *Higher Education, School Surveys, Statistical Data, *Undergraduate Students

Identifiers—*University of California Berkeley

The sixth in a series of reports on scholarship grades at the University of California, Berkeley, this report describes the percent distributions of grades by department for fall, winter, and spring quarters. Distributions are given for lower division courses, upper division courses, graduate division courses, professional courses, and graduate 601-602 courses. The tables show that the percentage of lower-division A grades is initially considerably lower than the percentage of upper-division A grades; however, these percentages have converged over time. The upper-division percentage of B grades has been consistently greater by several percentage points than the lower-division percentage of B grades over the years shown. The percentage of graduate student A grades ranges from a high of 65 percent in 1965 to a low of 53.5 percent in 1974. (LBH)

ED 127 885

HE 008 200

Roemer, Robert E.

Functional Tensions in the University.

Pub Date [75]

Note—20p.

Available from—Division of Education, University of Texas at San Antonio, San Antonio, Texas 78285

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Changing Attitudes, *Educational Objectives, *Higher Education, Research, *Role Perception, Teaching, *Universities

A possible analysis of the functions of the university is that it is both a cultural and an institutional function. The cultural function centers on the pursuit of meaning, the institutional function on the acquisition of the material resources

needed for this pursuit. Moreover, a great many future possibilities are open to the university once it is realized that its cultural function is not limited to the pursuit of knowledge but encompasses the full range of meaning. On the basis of this analysis, current developments in the university can be interpreted. Teaching and research contribute to both these functions, and this gives rise to an enduring tension in the university. This tension is not likely to be dissolved by the elimination of either the cultural or the institutional function, nor is the performance of the institutional function likely to be effortless in the foreseeable future. Even though some aspects of this tension will be reduced by the growth of alternate forms of postsecondary education, coping with functional tension, especially in the activities of teaching and research, will continue to be a necessary task for those engaged in university work. (Author)

ED 127 886

HE 008 201

Vogt, Molly T.

Conflict Management As An Integral Part of Planning in the University.

Pub Date [76]

Note—18p.

Available from—School of Health Related Professions, 114 Pennsylvania Hall, University of Pittsburgh, Pittsburgh, Pennsylvania 15261

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrative Policy, *Changing Attitudes, *Conflict, *Conflict Resolution, *Higher Education, Management, Models, *Organizational Change, *Planning, *Social Change

Societal norms and values have changed so drastically during the last decade that educational institutions are being forced to respond and react to intense pressures both from inside and outside their own organizational structure. A forward looking institutional planning function requires that organizational forms and modes be arranged to anticipate and benefit from these often conflicting pressures and changes. This paper utilizes a conceptual planning model to critically examine the management of these conflicts relative to the planning process in the university. (Author)

ED 127 887

HE 008 202

Bean, John P.

The Use of Anthropological Field Methods as a Means for Conflict Reduction in Institutions of Higher Education.

Pub Date [76]

Note—18p.

Available from—College of Education, University of Iowa, Iowa City, Iowa 52242

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Anthropology, *Conflict Resolution, *Field Studies, *Higher Education, Information Seeking, *Institutional Research, Organization, *Research Methodology, *Social Science Research

Anthropological field methods are viewed as a means of reducing the unanticipated consequences of decision-making in institutions of higher education. The conflict generated by the unanticipated consequences of decisions can be reduced by a better identification and a clearer understanding of the norms and values existing in the various subcultures of the institution. Anthropology is briefly described and compared to sociology and psychology, and some examples of anthropological thinking are given. The possible contribution of anthropological field methods to reducing the conflicts facing institutional researchers is examined. These conflicts include suboptimization, goal conflict, goal displacement, and internal conflict. Each is based to a certain extent on the idea that control of information is a kind of power, and that the power institutional researchers have will influence the future of higher education. (Author)

ED 127 888

HE 008 203

Rogers, Frederick A. Van Horn, Richard L.

Goal Oriented Resource Allocation for University Management. An Administration Paper.

Pub Date 4 May 76

Note—18p.; Paper presented at annual forum of the Association for Institutional Research (10th, Los Angeles, California, May 1976)

Available from—Carnegie-Mellon University, Pittsburgh, Pennsylvania 15213

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administration, Centralization, Decentralization, Educational Objectives, *Goal Orientation, *Higher Education, *Management by Objectives, *Management Systems, *Resource Allocations, *Systems Approach, Systems Development, Tables (Data)

Reported on is an allocation mechanism that combines the decentralized efficiency and incentive features of a market system with the responsiveness of the centralized allocation structure to the overall goals of the university. In this system, decentralized "management centers" are automatically allocated only those income and expense items they can control. "Unearned income" is allocated to the management centers by the central administration to encourage the broad goals of the university. This system has been and will continue to be implemented in stages so that effects can be observed and appropriate corrections or modifications can be made. Three major questions concerning the management center system are addressed: (1) how the system was developed, (2) how the system operates, and (3) what the impact is of introducing the system. (Author)

ED 127 889

HE 008 204

Norris, Donald M.

Enrollment Projection Strategies in an Uncertain Environment.

Pub Date [76]

Note—15p.

Available from—Office of Institutional Studies, 303 Main Building, The University of Texas at Austin, Austin, Texas 78750

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Change Agents, College Choice, Demography, Economic Factors, Educational Benefits, Educational Demand, *Enrollment Projections, *Enrollment Trends, *Higher Education, *Predictive Measurement, *Trend Analysis

Trend-demographic enrollment projections recently have been modified by new assumptions regarding the economic returns of education, the growth of the so-called "Learning Society," and changing patterns of student preference. The net result is that institutions are confronted with a wide range of competing projections of the level of future enrollments. Regional variations, the "career-orientation" of many students, differing prospects of different types of institutions, and the timeliness of enrollment data complicate the projection further. Presented are enrollment projection strategies that accommodate both short-term fluctuations and long-term uncertainty. These strategies combine demographic, economic, regional variation, and student-choice variables. They tend to be probabilistic, frequently revised, and more detailed than efforts in the past. The major goal of these strategies is to enable institutions to make decisions that will maintain institutional options, a necessary outcome under conditions of uncertainty. (Author)

ED 127 890

95

HE 008 205

Holmstrom, Engin Inel

Higher Education and Social Mobility: A Promise Still Kept.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 76

Contract—300-75-0375

Note—17p.; Paper presented at the Annual Meeting of the American Association for Higher Education (Chicago, Illinois, March 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Career Opportunities, College Graduates, *College Role, *Disadvantaged Groups, *Economically Disadvantaged, Economic Factors, *Employment Potential, Employment Problems, *Higher Education, Job Skills, *Social Mobility

In a short period since 1968, higher education institutions have provided the means of upward social mobility to over 250,000 students, many of whom were, at the time of college entry, disadvantaged in status. In the four college years, these students improved their status and their prospects; in spite of a crowded college labor market, they enhanced their competitive position for a better job and stable income. The author suggests that only by understanding more fully the impact of different types of institutions and programs on different types of students and by considering the issue of the match between types of students and types of institutions can we un-

cover new and promising college effects.
(Author/LBH)

ED 127 891 HE 008 206

Hodgkinson, Harold L.
Planning and Management in the Face of the
Changing Demographic Picture.

Pub Date 76
Note—16p.; Extract from the Proceedings of the
1976 National Assembly

Available from—National Center for Higher Education
Management Systems, P.O. Drawer P,
Boulder, Colorado 80302

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Students, Conferences,
Cooperative Planning, Credentials, Degree
Requirements, *Demography, Educational Ac-
countability, *Educational Alternatives, *Edu-
cational Demand, *Educational Planning,
*Educational Supply, Ethnic Groups, *Higher
Education, Social Class, Speeches

Demographic trends promise to force sweeping
changes on postsecondary higher education, par-
ticularly the inevitable steady decline in 18-year-
olds and the birthrate decline since the early
1960's in the white middle class. The decline in
public confidence in American institutions is also
a factor to be considered in educational planning.
In planning new delivery systems for postsecond-
ary education, the issue of credentials (licensing
and accreditation) will be significant. An agenda
for improving postsecondary education is
proposed by the director of the National Institute
of Education. It includes: (1) revisions in evalua-
tion systems to reward a variety of talents in stu-
dents; (2) cessation of the use of credit hours
generated per faculty FTE as the only measure of
educational productivity; (3) allowance by state
agencies for flexible planning by institutions serv-
ing adult part-time learners; (4) consideration of
alternative uses of educational facilities; (5) at-
tention to the needs of various ethnic groups and
social classes; (6) coordination between higher
education institutions and noncollegiate institu-
tions; and (7) definitions and effectiveness of
degrees themselves. (LBH)

ED 127 892 HE 008 207

Hanle, Robert V.
Adult Learners and Traditional Students. A Com-
parison of Values, Attitudes, and Aspirations.

Pub Date 4 May 76
Note—18p.; Paper presented at the annual forum
of the Association for Institutional Research
(16th, Los Angeles, California, May 1976)

Available from—Elizabeth College,
Elizabethtown, Pennsylvania 17022

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adult Students, *College Students,
Comparative Analysis, *Educational Develop-
ment, *Higher Education, Human Develop-
ment, Skill Development, *Special Degree Pro-
grams, *Student Characteristics, Surveys, Ta-
bles (Data), Values, Vocational Development

Identifiers—Nontraditional Students, Traditional
Students

Elizabeth College has been historically a tradi-
tional liberal arts institution in the career-
oriented programs of business, education, and
more recently the health professions. In 1972, the
faculty adopted a new nontraditional educational
program primarily for adults, called the Center
for Community Education. The purpose of the
Center was to offer a variety of innovative pro-
grams leading toward the baccalaureate degree.
A comparison of values, attitudes, and aspirations
shared by the recipients of the nontraditional
degrees with the graduates of the traditional pro-
gram provides insight into the similarities and dif-
ferences between the groups the College is at-
tempting to serve. This analysis compares the
graduates of both traditional and innovative pro-
grams regarding their backgrounds, their motiva-
tions for enrolling at the College, and the impact
of the degrees on their professional aspirations.
(Author/KE)

ED 127 893 HE 008 208

Pezullo, Thomas R. And Others
Student Evaluation of Instruction: A Validity
Analysis.

Pub Date May 76
Note—10p.; Paper presented at the annual meet-
ing of the Association for Institutional
Research (Los Angeles, California, May 1976)

Available from—Curriculum Research and
Development Center, University of Rhode
Island, Kingston, Rhode Island 02881

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Demography, *Evaluation,
*Evaluation Methods, Factor Analysis, *Higher
Education, Student Characteristics, *Student
Evaluation of Teacher Performance, *Student
Opinion, *Validity

The use of student ratings of college instructors
has steadily increased, with an attendant increase
in the use of these student ratings in decision-
making related to merit increases, promotion,
tenure, and institutional severance. While a sub-
stantial body of research on student rating of in-
struction exists, the ambiguous or actually con-
flicting results of several of these studies has also
led to concern by many professionals about the
functional utility of student ratings. Using a sam-
ple of nearly 2,000 courses offered at the Univer-
sity, comparisons were made of: (1) correlations
between Global Instructor Rating (GRI) and
static course and student characteristics; and (2)
predictor variables, order, regressions of student
and course characteristics on GRI. The study col-
lected one of the largest and most comprehensive
sets of data on the subject of student evaluations
of teaching. On the basis of the analysis it ap-
pears that, at a minimum, only a rather small por-
tion of the total variance in instructor ratings can
be attributed to demographic characteristics over
which they have little control. (Author/KE)

ED 127 894 HE 008 209

Gilmour, Joseph E.
Sources of Conflict Between Institutional
Researchers and Decision Makers.

Pub Date 28 May 76
Note—15p.

Available from—Office of Budget and Planning,
315 Old Main, The Pennsylvania State Univer-
sity, University Park, Pa. 16802

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrative Personnel, Commu-
nication Problems, *Conflict, *Conflict Resolu-
tion, *Decision Making, *Higher Education, In-
formation Utilization, *Institutional Research,
Organization, Personnel Policy, *Researchers,
Role Perception, Staff Role, Staff Utilization,
Values

Identified are several sources of conflict
between institutional researchers and decision-
makers and suggested are several means for
reducing these sources of tension. Conditions that
can lead to conflict include: differing organiza-
tional roles, value conflicts, status discrepancy
and ambiguity, and communications breakdowns.
Factors identified for the reduction of conflict in-
clude the degree to which both parties can
establish satisfactory interpersonal contact, divide
labor in clear and acceptable ways, give and
receive information from one another, commu-
nicate large volumes of information efficiently,
derive satisfaction and rewards from working
together, gain easy access to each other, and per-
sist in communicating new and abstruse ideas to
one another. (Author)

ED 127 895 HE 008 210

The Role of Aid to Medical, Osteopathic, and
Dental Students in a New Health Manpower
Education Policy. Staff Working Paper.

Congress of the U.S., Washington, D.C.
Report No.—CBO-110

Pub Date 10 Aug 76
Note—65p.

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
D.C. 20402 (Stock No. 052-070-03541-2,
\$1.10)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Dentists, Educational Legislation,
Educational Supply, *Federal Aid, Federal
Legislation, Financial Needs, *Financial Sup-
port, Geographic Distribution, Health Occupa-
tions Education, *Higher Education, *Medical
Students, *Physicians, *Student Loan Programs

Identifiers—Comprehensive Health Manpower
Training Act

Current and future financial aid to students of
medicine, osteopathy, and dentistry (MODs) is
discussed in the context of federal health man-
power objectives. Options for providing financial
access to such students are analyzed. The report
was prepared for the Senate Budget Committee
in response to a request by Senator Lawton
Chiles as part of Congressional consideration of
the renewal of the Comprehensive Health Man-
power Training Act of 1971. Federal involvement
in health professions education may have three
kinds of objectives; (1) increasing the aggregate

supply of health professionals; (2) increasing ac-
cess of students from all income levels to health
professions careers; and (3) improving the geo-
graphic and specialty distribution of health
professions. Future financial needs are discussed,
along with the impact of major legislative
proposals. Options for meeting MOD students'
financial needs are included. (LBH)

ED 127 896 HE 008 211

White, Katie Kinnard
An Analysis of the Process of Dismantling the
Dual System of Public Higher Education as Re-
lated Specifically to Tennessee State University
and the University of Tennessee in Nashville,
Tennessee.

Pub Date Jun 76
Note—178p.; Ph.D. Dissertation, Walden Univer-
sity

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Civil Rights, Discriminatory
Legislation, Educational Legislation, *Equal
Education, Equal Facilities, *Higher Education,
*Negro Colleges, Negro Students, *Racial
Segregation, *State Action, State Universities
Identifiers—*Tennessee

The main objectives of the study were to deter-
mine: (1) the general status of predominantly
black institutions in the total nationwide educa-
tional spectrum; (2) the historical information
about Tennessee State University (TSU) and the
University of Tennessee (UTN) pertinent to the
dismantling controversy (Geier v. Dunn court
case) in Nashville; (3) the plan being imple-
mented in dealing with the dual system of public
higher education in Nashville; (4) the general
views of school administrators and state officials
with regard to dismantling the dual system; and
(5) the success of efforts to dismantle the dual
system. It was found that the black colleges were
rapidly losing status in the total nationwide educa-
tional spectrum and were educating a smaller
percentage of college graduates than a few years
ago. It was determined that there was no official
plan for dealing with the dual system of public
higher education in Nashville, and that school ad-
ministrators and state officials did not have paral-
lel views on dismantling. Most felt the dual
system could not be handled adequately unless all
higher education institutions in the state were
equally involved. Follow-up studies are recom-
mended. (Author/LBH)

ED 127 897 HE 008 213

Brown, Roberta D.
College Goals and Governance: The Degree of
Congruence or Disagreement in Value Systems
Among Faculty, Students, and Administrators.

Arkansas Coll., Batesville.

Pub Date 76
Note—12p.

Available from—Arkansas College, Batesville, Ar-
kansas 72501

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Personnel, College
Faculty, College Role, College Students, Com-
parative Analysis, *Educational Accountability,
*Educational Objectives, *Governance,
*Higher Education, Liberal Arts, *Private Col-
leges, Role Conflict, *Role Perception, *Values

Examined is a small, private liberal arts college
at a moment of possible disorientation resulting
from planned change and at a moment of major
shift from its traditional role. Under new pre-
sidential leadership, the college has just un-
dergone a comprehensive year-long evaluation
and planning process designed to redefine its mis-
sion, evaluate its programs and practices, and
then to plan its future course as it enters its
second hundred years. Found are expected ten-
sions in the trade-offs involved between efficient
and effective management and democratic
governance. The perception of all groups is that
"efficient and effective management"
overshadows "democratic governance" at the in-
stitution's present state of development. However,
since the goal of efficient and effective manage-
ment is also held higher than democratic
governance by both students and faculty in the
"Should Be" dimension, and democratic
governance is seen as equal in importance to ef-
ficient and effective management by administra-
tors, this is an indication that the institution may
be accepting the demands of accountability, while
at the same time seeking ways to improve the
participation of all constituents in governance.
(Author/KE)

ED 127 898

HE 008 214

Litwin, James And Others

The University Seminar Program: A Formative Evaluation of the First Year.

Bowling Green State Univ., Ohio. Div. of General Studies.

Pub Date Jul 76

Note—99p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*College Freshmen, College Students, Enrollment Influences, *Higher Education, *Orientation Materials, Program Evaluation, Questionnaires, *School Orientation, State Universities, Student Enrollment, Student Mobility, Student Opinion, *Student Seminars, Summative Evaluation, *Transfer Students

Identifiers—Bowling Green State University

In the Fall Quarter, 1975, the University Division of General Studies introduced a University Seminar Program whose aim was to provide new students, freshmen and transfers, with a more humanistic introduction to Bowling Green State University. The results and conclusions of the evaluation study regarding the first year of the program's operation are presented. Procedures of the program are identified along with a profile of the students and the seminar, its impact on students, and student and mentor ratings of the seminar. It is suggested that the seminar was moderately successful, and nine recommendations for changes and modifications to the concept are offered. They include advice regarding clearer statement of seminar goals, communication to students of seminar expectations, mentor preparation, structure for resource persons, early introduction of student projects, review of seminar readings and topic sequence, more focused evaluation, and consultation with others. (LBH)

ED 127 899

HE 008 216

The States and Higher Education: A Proud Past and a Vital Future.

Carnegie Foundation for the Advancement of Teaching, New York, N.Y.

Pub Date Jul 76

Note—112p.

Available from—Jossey-Bass, Publishers, 612 Montgomery Street, San Francisco, California 94111

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Accountability, *Educational Finance, *Educational Planning, *Federal Aid, Federal State Relationship, Financial Support, *Foundation Programs, *Higher Education, Institutional Role, *Private Financial Support, *State Aid, State Government, State Programs

Interrelations between the states and higher education are examined, and a generally optimistic outlook is presented. Two major sections are given, one commentary, the other descriptive. The commentary has these major themes: (1) American higher education, with federal, state, and private funding, has been comparatively effective; (2) some surplus facilities exist as a result of the expansion of the 1960's, but the greater imbalance is in the deficiencies that remain; (3) the states will be in a better position to remedy their deficiencies than is commonly supposed, although their capacities vary greatly; and (4) problems ahead include maintaining dynamism without growth, avoiding parochialism, supporting the private sector while maintaining its independence, attaining accountability effectively, and balancing the public interest against the need for institutional autonomy. The roles of state, federal, and private support are discussed, along with surpluses, deficits, and special accomplishments. Diversity of patterns is also examined. (LBH)

ED 127 900

HE 008 217

Trotman, James G.

Faculty Perceptions of College Governance.

Pub Date Jul 76

Note—50p.; Ed.D. Practicum, Nova University

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrative Organization, *College Administration, *College Faculty, Decision Making, *Governance, *Higher Education, Policy Formation, Power Structure, School Involvement, School Surveys, *Teacher Participation

Identifiers—*York College

York College of Pennsylvania, which has moved from a junior college to a four-year institution in the last decade, has responded to ac-

creditation reports that suggested changes in the college's governing structure. A review of the literature showed that faculty should participate in governance on a shared-authority basis. The study was designed to survey the faculty to see how they perceived the governance of the college. The survey was divided into areas of leadership, motivation, communication, interaction, decision-making, setting goals, and feedback control. Particular recommendations were made in areas that were found deficient. The results of the survey demonstrated that the faculty perceived the governance structure somewhere between the benevolent authoritative and consultative forms. The ratings, calculated from highest to lowest, were communication, setting goals, interaction, leadership, motivation, feedback controls, and decision-making. The highest rated question concerned the accuracy of upwards communications; the lowest, the level at which decisions were formally made. Specific recommendations were made for each area involved that had serious deficiencies. In general, the recommendations were to make the governance structure or the college more participatory. (Author/LBH)

ED 127 901

HE 008 219

Faculty Handbook, Concord College.

Concord Coll., Athens, W. Va.

Pub Date Jul 76

Note—72p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Administrative Organization, College Environment, *College Faculty, Fringe Benefits, *Governance, *Higher Education, Instructional Staff, Job Tenure, *Personnel Policy, Salaries, Teacher Responsibility

Identifiers—*Concord College, *Faculty Handbooks

This handbook provides information concerning appointments, salaries, fringe benefits, and privileges, as well as duties and responsibilities of the faculty and other matters of faculty interest at Concord College. In addition to the Faculty Constitution, appropriate regulations of the West Virginia Board of Regents and derivative academic and administrative policies of the college are included. (LBH)

ED 127 902

HE 008 220

Michal, June, Comp.

Handbook for Faculty and Other Unclassified Staff. The University of Kansas.

Kansas Univ., Lawrence.

Pub Date Jan 76

Note—63p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Academic Freedom, Administrative Organization, *Administrative Personnel, Administrator Responsibility, *College Faculty, Fringe Benefits, Governance, *Higher Education, Job Tenure, Leave of Absence, *Personnel Policy, Research, *Teacher Responsibility

Identifiers—*Faculty Handbooks, *University of Kansas

This edition of the handbook of the University of Kansas is conceived and published more as a policy manual than as an informational text. Included are policies, regulations, and other data of interest to staff members. Details are provided on: university organization; university government; faculty appointment policies and procedures; appointment terms and benefits; leave policies; academic rules and regulations; services; research; and general policies and procedures. Further information on academic freedom, tenure, and selection and review of administrators is given in the appendices. (LBH)

ED 127 903

HE 008 221

Faculty Handbook. West Virginia University.

West Virginia Univ., Morgantown.

Pub Date Feb 76

Note—107p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Academic Freedom, *Administrative Organization, College Environment, College Faculty, Fringe Benefits, *Governance, *Higher Education, *Personnel Policy, Research, Salaries, *Teacher Responsibility, Television Teachers

Identifiers—*Faculty Handbooks, *West Virginia University

Policies and procedures of West Virginia University are presented in the 1976 edition of the faculty handbook. Major sections deal with: university organization; conditions of employ-

ment; payment and benefits; graduate school; off-campus education; research; student relations; support services; and other university policies. Appendices consider the Faculty Constitution; academic freedom and responsibility; and rights and responsibilities of television teachers. (LBH)

ED 127 904

HE 008 222

The University of Georgia Faculty Handbook, 1976-1977.

Georgia Univ., Athens.

Pub Date 76

Note—86p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Administrative Organization, Ancillary Services, *College Environment, *Educational Objectives, Educational Policy, Fringe Benefits, *Governance, *Higher Education, Job Tenure, Leave of Absence, *Personnel Policy

Identifiers—*Faculty Handbooks, *University of Georgia

The responsibilities and privileges of the University of Georgia faculty are explained in the 1976-77 handbook. It was prepared for use as a first source and reference for faculty members, and was not intended to be definitive on policy matters. Major sections of the guide deal with: history and purpose of the university; organization; faculty participation in university government; personnel policies; university facilities and services; and social, cultural, and recreational opportunities. (LBH)

ED 127 905

HE 008 223

Basic Educational Opportunity Grant Program.

Hearing Before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-Fourth Congress First Session on H. Res. 745.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 2 Oct 75

Note—95p.; Not available in hard copy due to small print of original

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Confidential Records, *Economic Status, *Educational Finance, Educational Legislation, *Family Income, Family Resources, Family Status, Federal Legislation, *Financial Support, Government Role, *Higher Education, *Student Loan Programs

Identifiers—*Basic Opportunity Grants

House Resolution 745 called for disapproval of proposed amendments to the family contribution schedule and regulations of the Higher Education Act of 1965. The amendments were concerned with the expected family contribution in the Basic Opportunity Grant Program. Testimony is presented from representatives of the Office of Education, student financial aid administrators, Educational Testing Service, university administrators, American Council on Education, and others. Difficulties are noted in measuring, on a systematic basis, a family's ability to pay for postsecondary education. Commentary is offered on the OE proposal to make adjustments in the asset reserves for families deriving their income from salaries and wages, and particularly for the recognition that the assets of a farm or business family are different from those who do not depend upon their property for income generation. (LBH)

ED 127 906

HE 008 225

University Handbook. University of Wisconsin, Whitewater.

Wisconsin Univ., Whitewater.

Pub Date 1 Feb 76

Note—133p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Administrative Organization, *Ancillary Services, College Environment, Degree Requirements, Fringe Benefits, *Higher Education, *Job Tenure, Leave of Absence, Older Adults, *Personnel Policy, Teacher Retirement, Tuition

Identifiers—*Faculty Handbooks, *University of Wisconsin Whitewater

The University of Wisconsin-Whitewater's handbook is divided into major sections dealing with: the university; business services; university services; student matters; curricular matters; and personnel matters. Various topics are covered, including: tuition for senior citizens, medical in-

insurance, risk management, degree requirements, student employment, new degree programs, staff leave policy, retirement/maximum age for employment, tenure rights, and personnel rules. (LBH)

IR

ED 127 907

IR 003 669

Palmer, Crescentia

A Comparison of Costs of Searching the Machine-Readable Data Bases ERIC and "Psychological Abstracts" in an Annual Subscription Rate System Against Costs Estimated for the Same Searches Done in the Lockheed DIALOG System and the System Development Corporation for ERIC, and the Lockheed DIALOG System and PASAT for "Psychological Abstracts."

Spons Agency—New York State Education Dept., Albany. Educational Programs and Studies Information Service.

Pub Date May 76

Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Comparative Analysis, Computers, *Cost Effectiveness, *Costs, *Data Bases, Data Processing, Evaluation Methods, Information Processing, *Information Retrieval, Information Seeking, Information Systems, Library Automation, Library Science, Library Services, *On Line Systems, Relevance (Information Retrieval), Search Strategies, Use Studies

Identifiers—New York State Library, State University of New York, SUNY BCN: Lockheed DIALOG, SUNY Biocommunication Network

A comparison of costs for computer-based searching of Psychological Abstracts and Educational Resources Information Center (ERIC) systems by the New York State Library at Albany was produced by combining data available from search request forms and from bills from the contract subscription service, the State University of New York-Bio-Communication Network (SUNY-BCN). These data were used to compute costs in commercial pricing systems. Charges for peripheral equipment, which are included in the contract fee, were prorated according to the ratio of use of each data base against the total use for all data bases. Estimates were obtained for comparable peripheral equipment, adjusted for percentage of time used, and added to search costs to complete the comparison. Differences in cost and access to the computer were noted, and it was recommended that the New York State Library remain with the SUNY-BCN system and plan also to join the Lockheed DIALOG system for data bases not available from SUNYBCN. A fee schedule that includes a surcharge for development and refinement of search and retrieval procedures also was recommended. (CH)

ED 127 908

IR 003 670

Wilkes, Whitney

Analysis of ERIC Computer Search Requests Processed by the Educational Programs and Studies Information Service (EPSIS) Unit during the Period of September 1975 through April 1976.

New York State Education Dept., Albany. Educational Programs and Studies Information Service.

Pub Date Jun 76

Note—52p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Administrative Personnel, Computers, Educational Improvement, Educational Planning, Elementary Secondary Education, Information Dissemination, Information Needs, Information Networks, *Information Retrieval, *Information Seeking, Information Services, Information Sources, Relevance (Information Retrieval), *Search Strategies, State Departments of Education, *Use Studies

Identifiers—Computerized Searches, *Educational Resources Information Center, ERIC, *New York State Education Department The Educational Programs and Studies Information Service (EPSIS) processed and analyzed 1888 Educational Resources Information Center (ERIC) computer searches requested by New York State educators. New York State agencies

and the Albany capital district used the computer search most heavily. Local educational agency personnel formed the largest user group. Administrators in elementary and secondary schools were the top users in three-fourths of the regions in New York. New York State Department of Education requests were primarily for the Office of Instructional Services. Purposes for computer searches were evenly spread across regions in the state: Administrators searched for more information on program development, and state education officials searched for information on administrative planning most frequently. (CH)

ED 127 909

IR 003 845

Parlato, Salvatore J., Jr.

Superfilms: An International Guide to Award-Winning Educational Films.

Pub Date 76

Note—365p.

Available from—Scarecrow Press, Inc., P.O. Box 656, Metuchen, New Jersey 08840 (ISBN 0-8108-0953-2, \$13.50)

Document Not Available from EDRS.

Descriptors—Awards, *Filmographies, *Films, Guides

This filmography lists more than 1,500 educational films that have earned honors in at least one of 259 film festivals in the United States and abroad. This guide is in six parts: (1) a listing of subject index categories; (2) a programming guide (topical index); (3) an alphabetical list of film descriptions; (4) an alphabetical list of festivals, events and competitions; (5) a company-title index; and (6) sales and rental sources of the film distributors. Each description includes film length, prizes won, a synopsis of contents, format, producer, and suggested audience. (EMH)

ED 127 910

95

IR 003 857

Performance Report for Title II, Elementary and Secondary Education Act, P.L. 89-10 as Amended, FY 1975.

Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date 76

Note—40p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Annual Reports, *Audiovisual Programs, Educational Technology, Elementary Secondary Education, Instructional Media, Program Evaluation, *State Departments of Education, *State Federal Aid

Identifiers—*Elementary Secondary Education Act Title II, ESEA Title II, *Maryland

A summary report lists the goals of Maryland's Elementary Secondary Education Act (ESEA), Title II program, which helps local educational agencies develop media services. The report includes the following elements: (1) ESEA goals are related to the state comprehensive educational plan; (2) specific program goals are listed; (3) a formula for distribution of funds is provided; and (4) the degree of attainment is assessed for each program goal. Results also are summarized for the programs in each of Maryland's 23 counties and in Baltimore City. (EMH)

ED 127 911

IR 003 872

Cartwright, G. Phillip

Costs of CAI for Special Education Teacher Training: Three Perspectives.

Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Pub Date Jul 76

Note—12p.; Paper presented at the International Learning Technology Congress and Exposition on Applied Learning Technology for Human Resource Development (Washington, D.C., July 21-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Costs, Expenditure Per Student, *Mobile Educational Services, Operating Expenses, Program Costs, *Special Education, *Teacher Education Identifiers—CARE, *Computer Assisted Remedial Education, Pennsylvania State University

Surveys of educational needs have revealed an under-supply of teachers trained to teach handicapped students. In 1969 Pennsylvania State University founded a program to instruct teachers in curriculum development and the delivery of services for handicapped students. Since the aim of the program was to develop a model to deliver

such instruction to large numbers of teachers in remote areas, a mobile computer-based laboratory was selected as the mode of delivery. This paper discusses the project from three perspectives: (1) the funding agency; (2) the central administration of the University, and (3) the operating unit. (EMH)

ED 127 912

IR 003 874

Wax, David M.

A Handbook for the Introduction of On-Line Bibliographic Search Services into Academic Libraries.

Association of Research Libraries, Washington, D.C. Office of Univ. Library Management Studies.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.

Report No.—ARL-OLM-OP-4

Pub Date Jun 76

Note—62p.

Available from—Office of University Library Management Studies, Association of Research Libraries, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036 (\$5.00)

Document Not Available from EDRS.

Descriptors—Computers, Costs, Data Bases, Evaluation, Financial Support, Guides, *Information Services, *Information Systems, Library Automation, *Library Reference Services, *On Line Systems, Personnel, Research Libraries, University Libraries

Identifiers—Computer Terminals

A handbook is provided for library administrators who are planning to install commercially available on-line interactive search services. It includes guidelines for selecting and organizing the service, staffing, training and orientation, preparing the service sites, promotion and user education, finance, data collection, and service evaluation. Also included are schedules, a basic characteristics-of-terminals summary, and samples of brochures, forms, and invoices. (LS)

ED 127 913

IR 003 875

Vasi, John

Estimating Space for Library Users.

Pub Date Jul 76

Note—10p.; Paper presented at the American Library Association Annual Conference (95th, Chicago, Illinois, July 16-24, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Furniture, Interior Space, Library Equipment, *Library Facilities, Space Utilization, Speeches, *University Libraries

Identifiers—ALA 76, *Seating Space, State University of New York Buffalo, SUNY Buffalo

When planning a library facility and estimating user seating space, the librarian must consider how many seats to provide and how much space is needed for each seat. In considering the number of seats, one must take into account the population served, collection size, and the kind of use made of the library. For example, at the State University of New York (SUNY)/Buffalo the allotted 6.25 square feet for each full-time equivalent student provides one seat for every four enrolled students, a workable ratio. The amount of space needed per seat depends on the kind of seating and the arrangement. At SUNY/Buffalo a table seat requires 20 square feet, an open carrel 25, and a lounge seat 30. Closed carrels and closed work spaces require larger spaces. (LS)

ED 127 914

IR 003 876

Gillham, Virginia Black, John B.

Administrative and Bibliographic Uses of COM (Computer Output Microfilm) in an Academic Library.

Pub Date Jun 76

Note—10p.; Paper presented at the Ontario Universities Computing Conference (7th, Waterloo, Ontario, Canada, June 2-4, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cataloging, Catalogs, *Computer Output Microfilm, Costs, Information Retrieval, *Information Storage, *Libraries, Library Acquisition, Library Automation, *Library Technical Processes, Microfiche, Speeches

Computer output microfilm/fiche (COM) combines the speed and labor-saving aspects of computer-based systems with the economy and physical compactness of microforms to provide the medium of the future for library management and information retrieval. The traditional card catalog and printed lists found in every library can be

replaced in multiple copies for less money, and vast amounts of information can be located together in a small space to afford the in-depth library user ready information about a wide variety of potential resources. Administrative tasks such as acquisitions control are made simpler and more manageable using COM. (Author)

ED 127 915 IR 003 877

Sutton, Michael J. Black, John B.
A Management Information System in a Library Environment.

Pub Date Jun 76
Note—13p.; Paper presented at the Ontario Universities Computing Conference (7th, Waterloo, Ontario, Canada, June 2-4, 1976).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cataloging, Data Collection, *Decision Making, Interlibrary Loans, Library Acquisition, *Library Administration, Library Automation, Library Circulation, Library Collections, Library Planning, Library Research, Library Services, Library Technical Processes, *Management Information Systems, Speeches, *University Libraries

Identifiers—University of Guelph (Ontario)

More effective use of diminishing resources was needed to provide the best possible services at the University of Guelph (Ontario, Canada) library. This required the improved decision-making processes of a Library Management Information System (LMIS) to provide systematic information analysis. An information flow model was created, and an extensive system was set up to collect data both manually and through the use of computerized systems. The ongoing system will provide data on use, circulation, traffic patterns, interlibrary loans, surveys, searches, acquisitions, cataloging, and financial and business office activities. (LS)

ED 127 916 IR 003 878

Robotham, John S. LaFleur, Lydia
Library Programs: How to Select, Plan and Produce Them.

Pub Date 76
Note—307p.
Available from—Scarecrow Press, Inc., P.O. Box 656, Metuchen, New Jersey 08840 (ISBN 0-8108-0911-7, \$12.00)

Document Not Available from EDRS.

Descriptors—Audiovisual Programs, Case Studies, Children, Demonstrations (Educational), Discussion Groups, Drama, Films, Information Sources, *Library Programs, Library Services, Music, Poetry, *Program Development, *Program Planning, Publicize, Public Libraries, Workshops

A whole range of information is given for librarians who wish to provide library programs for their communities. Types of programs include discussion groups, film showings, poetry readings, drama presentations, music and drama programs, talks, demonstrations and instruction, workshops, videotape and multimedia productions, automated programs, and children's programs. Sources of programs, as well as methods of choosing them, are provided. Details of production include planning, scheduling, supervising, and publicizing. Numerous examples and some descriptions of actual programs are included. Lists of books and films for discussion, sample film programs, film sources, sample flyers and posters, and a bibliography are appended. (LS)

ED 127 917 IR 003 879

Werking, Richard Hume
The Library and the College: Some Programs of Library Instruction.

Pub Date 76
Note—32p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*College Libraries, Cooperative Programs, Individualized Instruction, Innovation, *Library Instruction, *Library Role, Library Skills, *University Libraries

Harvie Branscomb was one of the pioneers in elucidating the interrelationship between the academic library and an institution's instructional program. His emphasis was on teaching with books, making them more accessible, and integrating them into the instructional program. Louis Shores expanded on this theme with his idea of a Library-College. This system would provide individualized instruction for students who would be tutored by someone with special subject training and who also could provide bibliographic

guidance. Patricia Knapp, in her work on the Monteth Project, developed theoretical bases for library use and cooperative links with faculty which led to improved student library use and skills. More recently Evan Farber developed a program to integrate library instruction into courses at Earlham College. Using a case study approach and bibliographies of appropriate references, librarians provided lecture-demonstrations to classes in a wide range of subjects. While faculty at many academic institutions regard the library as a separate entity, at Earlham College the library and librarians are integral parts of the college community. (LS)

ED 127 918 IR 003 880

Jamison, Dean T. And Others

Cost Analysis for Educational Planning and Evaluation: Methodology and Application to Instructional Technology.

Educational Testing Service, Princeton, N.J.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C. Bureau for Technical Assistance; National Science Foundation, Washington, D.C.

Report No—ARC-371.33-J-32B; DN-AAA-092; EHR-19

Pub Date 76

Contract—AID-931-11-999-987-73

Grant—NSF-EPP-74-23504

Note—305p.; A.I.D. Studies in Educational Technology

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Capital Outlay (for Fixed Assets), *Case Studies, *Costs, Developing Nations, Educational Planning, Educational Radio, Educational Research, *Educational Technology, Educational Television, Evaluation Methods, Expenditure Per Student, Experimental Programs, *Instructional Media, Mass Media, *Media Research, National Programs, Operating Expenses, Program Costs, Tables (Data), Television Research

Identifiers—*Cost Analysis, El Salvador, Korea, Maryland (Hagerstown), Mexico, Nicaragua, Stanford University

A methodology is presented which assists government decision makers in making cost analyses of ongoing and future educational projects. Part one develops the methodology in general terms, and part two illustrates its application by examining the cost structure of instructional radio and television projects in developing countries. Part three contains nine case studies in educational radio and television cost analysis: the Nicaraguan Radio Mathematics Project, the Mexican Radioprimeria; the El Salvador Instructional Television System, the Stanford Instructional Television System, the Hagerstown Instructional Television System, the Korean Elementary/Middle School Project, and the Mexican Telesecundaria. (CH)

ED 127 919 IR 003 881

Brewster, John W.

User Problems with Microforms.

North Texas State Univ., Denton.

Pub Date 11 Aug 76

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Attitudes, Educational Specifications, Higher Education, Librarians, *Microforms, Problems, *University Libraries, *Use Studies

Identifiers—North Texas State University Library

To study user problems with the microform collection at the North Texas State University Library, oral interviews were conducted with a sample of 24 users. Results were evaluated and recommendations made in the areas of access, equipment, staff training, and attitude toward microforms. A selected bibliography is included. (EMH)

ED 127 920 95 IR 003 882

Smith, Stanley V. Osso, Nicholas A.

Library Statistics of Colleges and Universities, Fall 1973. Summary Data (Part A).

National Center for Educational Statistics (DHEW/OE), Washington, D. C. Library Surveys Branch.

Report No—NCES-76-185a

Pub Date 76

Note—105p.; For related documents see ED 121

305 and IR 003 883; Not available in hard

copy due to small print

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.70)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*College Libraries, Employment Statistics, Higher Education, Junior College Libraries, Librarians, Library Collections, *Library Expenditures, Library Facilities, *Library Surveys, National Surveys, Operating Expenses, Salaries, *Statistical Data, Tables (Data), *University Libraries

A survey of college and university libraries was conducted in the fall of 1973. This volume, Part A of the survey report, contains summary statistics on college and university library collections, staffing, salaries and wages, expenditures, and interlibrary loan transactions for the 1972-73 academic year. It also presents data on staff vacancies, staff by sex and highest earned degree, administrative units and service points of libraries and learning resource centers, and physical facilities of libraries as of fall of 1973. An institutional listing of expenditures is included for convenience. The remainder of the institutional data appear in Part B. (EMH)

ED 127 921 95 IR 003 883

Smith, Stanley V. Osso, Nicholas A.

Library Statistics of Colleges and Universities, Fall 1973. Institutional Data (Part B).

National Center for Educational Statistics (DHEW/OE), Washington, D. C. Library Surveys Branch.

Report No—NCES-76-185b

Pub Date 76

Note—257p.; For related documents see ED 121 305 and IR 003 882; Not available in hard copy due to small print

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$3.20)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*College Libraries, Employment Statistics, Higher Education, Junior College Libraries, Librarians, *Library Collections, *Library Expenditures, Library Facilities, *Library Surveys, National Surveys, Operating Expenses, Salaries, *Statistical Data, Tables (Data), *University Libraries

A survey of college and university libraries was conducted in the fall of 1973. This volume, Part B of the survey report, presents institutional data on college and university library collections, staffing, salaries and wages, expenditures, and interlibrary loan transactions for the 1972-73 academic year. Also presented are data on staff vacancies, staff by sex and highest earned degree, administrative units and service points of libraries and learning resource centers, and physical facilities of libraries as of fall 1973. Summary data are presented in Part A. (EMH)

ED 127 922 IR 003 884

Bourne, Charles P. And Others

Analysis of Errors in the University of California Union Catalog Supplement.

California Univ., Berkeley. Inst. of Library Research.

Report No—ILR-7602

Pub Date Jun 76

Note—81p.; Figures may reproduce poorly due to print size

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Cataloging, *Error Patterns, *Library Research, Research Methodology, Tables (Data), *Union Catalogs, University Libraries

Identifiers—University of California

A study examined the error rate of the "University of California Union Catalog Supplement," a 47 volume, computer produced book catalog of the materials cataloged by the nine University of California campuses during the years 1963-67. The study attempted not only to determine the rate and nature of errors, but also to develop a methodology for studying large bibliographic files. A stratified sample of 94 pages was examined, types and rates of errors were identified, and errors were categorized according to degree of seriousness. This report describes the methodology and provides tabular summaries and explanations of the results. (EMH)

ED 127 923 95 IR 003 885

Esteves, Roberto, Ed.

CVRP Patch Panel: The Newsletter of the California Video Resource Project. Volume Two, Number One.

San Francisco Public Library, Calif. Video Task Force.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 76

Note—20p.

Available from—CVRP Patch Panel, San Francisco Public Library, Civic Center, San Francisco, California 94102 (Sold only as set of one volume, July 76-June 77, \$10.00)

Journal Cit—CVRP Patch Panel; v2 n1 Jul/Aug 1976 p2-19

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cable Television, Newsletters, *Public Libraries, Secondary Education, Video Cassette Systems, *Video Equipment, Video Tape Recordings

Identifiers—California (San Francisco), California Video Resource Project

This issue of a bimonthly newsletter on video technology includes: (1) an article on video technology in libraries; (2) a survey on video technology use in the San Francisco Bay area; (3) updates on audiovisual projects; (4) a calendar of events; (5) a review of a high school science videotape instruction experiment; (6) information on audio and visual equipment use; (7) a guide to video magazines; and (8) reviews of recently released videotapes. (EMH)

ED 127 924 52 IR 003 886

Siedschlag, Betty

Play and Learn With Toys and Games: a Bibliography of Toys and Games that Teach Institutionalized Children.

South Dakota State Library Commission, Pierre. Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Pub Date 76

Note—45p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Basic Skills, *Early Childhood Education, Educational Games, *Games, *Guides, Institutionalized Persons, *Toys

This bibliography lists toys and games designed to aid children and young adults to master skills in the following areas: (1) communication; (2) concepts; (3) life; (4) math readiness; (5) motor; (6) reading; (7) music therapy; (8) sensory; and (9) social studies. Ten to thirty entries are described in each category, and a list of publishers is included. (EMH)

ED 127 925 IR 003 887

Kay, Peg Gerendasy, Stanley

Social Services and Cable TV. Cable Television Information Center, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C. RANN Program.

Report No—NSF-RA-760161

Pub Date Jul 76

Grant—NSF-APR-75-18714

Note—234p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. (1976, 626-155/507-1-3; price upon request)

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—*Cable Television, Citizen Participation, Community Information Services, *Community Services, *Delivery Systems, Follow-up Studies, Library Services, Literature Reviews, *Social Services, *State of the Art Reviews

Identifiers—California (El Segundo), California (Los Angeles), Illinois (Peoria), Illinois (Rockford), *Interactive Systems, Pennsylvania (Bethlehem), Pennsylvania (Reading), South Carolina (Spartanburg)

In 1974, seven \$100,000 grants were awarded for the design of experiments to deliver social and administrative services on interactive cable television. A subsequent study attempted to summarize and compare the seven studies and to place them in the context of the field's significant literature and current use. This report summarizes the results of the follow-up study, including the following elements: (1) a chronological review of significant literature; (2) an overview of the social and administrative uses of cable television; (3) a review of the design and current status

of each of the seven projects; and (4) recommendations. (EMH)

ED 127 926 IR 003 888

Schulz, Russel E.

Lesson MONIFORM: An Authoring Aid for the PLATO IV CAI System.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Report No—RP-ED-75-6; USA-P-2-Q-163101-A-734

Pub Date Apr 75

Contract—DAHC-19-73-C-0004

Note—179p; Work Unit: CATALIST; For a related document see ED 110 030

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Codification, *Computer Assisted Instruction, *Computer Programs, Information Processing, *Instructional Materials, Instructional Technology, Manuals, *On Line Systems, Programmed Materials, Programming, Programming Languages, Questioning Techniques, *Test Construction

Identifiers—Author Languages, Human Resources Research Organization, HumRRO, *MONIFORMS, PLATO IV, Programmed Logic for Automatic Teaching Operations, TUTOR

MONIFORMS are partially completed coding formats in the TUTOR language used to create frequently used question types such as multiple choice, matching, and constructed response questions. The author adds information related to specific questions and responses, using one of several options available for tailoring a question to meet specific requirements. Practice questions for teaching rather than testing provide the students with immediate feedback in either general form or response-specific form. There are six steps in preparing MONIFORMS: selection, documentation, unit setups, revision of setups, revision of MONIFORMS, and the trial run. Many sample MONIFORMS, completed MONIFORMS, and uncompleted MONIFORMS are included as examples. This programed text provides instructions in completion of MONIFORM coding and debugging. (CH)

ED 127 927 IR 003 889

Federal Scientific and Technical Communication

Activities: 1975 Progress Report. Annual Report, January-December 1975.

National Science Foundation, Washington, D.C. Office of Science Information Services.

Report No—NSF-76-25; PB-253-975

Pub Date Jun 76

Note—96p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Annual Reports, Federal Government, *Federal Programs, Glossaries, Government Role, Information Centers, Information Retrieval, *Information Services, Information Systems, *Sciences, *Technology

Identifiers—*Scientific and Technical Information

To summarize recent government efforts in scientific and technical information management, this report presents highlights of more than 60 federal programs in 15 executive departments and independent agencies, the Smithsonian Institution, the Government Printing Office, and the Library of Congress. It begins with a summary of trends and developments, and then reviews the information activities within each agency. Summaries include descriptions of information needs, agency responsibilities, technology employed, and organizational structure. (EMH)

ED 127 928 IR 003 890

Wang, Anastasia, Ed.

Index to Computer Based Learning, 1976 Edition. Wisconsin Univ., Milwaukee. Instructional Media Lab.

Pub Date 76

Note—1,836p; Document is on 42X microfiche only (4 fiche)

Available from—Instructional Media Laboratory, University of Wisconsin, P.O. Box 413, Milwaukee, Wisconsin 53201 (\$9.50)

Document Not Available from EDRS.

Descriptors—Catalogs, *Computer Assisted Instruction, Computer Programs, *Indexes (Locators), Instructional Materials, Resource Guides

Computer-based curriculum materials in 138 different subject areas are listed in this

microfiched index. All the materials are cross-indexed by subject matter, program language, central processor, instructional strategies, and source. Each entry is described by 23 different characteristics, including subject field, program characteristics, source, description, level, instructional style, and availability. (EMH)

ED 127 929 IR 003 891

Jones, Les A. And Others

A Plan for the Evaluation of a Project to Develop Basic Medical Sciences Lessons on PLATO IV.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.

Pub Date Aug 76

Contract—NIH-BHME-N01-PE-34068

Note—7p; Paper presented at the Association for the Development of Computer-Based Instructional Systems Summer Conference (Minneapolis, Minnesota, August 10-12, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Computer Assisted Instruction, Educational Research, Evaluation, *Evaluation Methods, *Experimental Programs, Higher Education, Instructional Materials, Instructional Technology, *Medical Education, *Program Evaluation, Project Applications, Statistical Analysis

Identifiers—ADCIS 76, PLATO IV, Programmed Logic for Automatic Teaching Operations

A project to introduce PLATO IV computer-assisted instruction (CAI) in medical sciences education for health professionals was implemented at the School of Basic Medical Sciences at the University of Illinois. This paper describes the plan for evaluation of the project. Using a student questionnaire and additional general questions, the effectiveness of courseware materials will be assessed. Usage will be determined by the total hours spent with instructional materials and the number of sessions on the computer. Correlations will be calculated using test scores and hours of use on the appropriate lessons. If the number of total hours or total sessions separates students into two or more groups, analysis of variance will be conducted on the scores. The evaluation is intended to provide information for decision making and information for project personnel. (CH)

ED 127 930 IR 003 892

Abrams, Marshall D. And Others

Measurement of Computer Communication Networks.

National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—NBS-TN-908

Pub Date Jul 76

Note—94p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (SD Catalog No. C13.46:908; \$1.55)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Bibliographies, Communications, Computer Programs, *Computers, Costs, Data Processing, Evaluation, Evaluation Criteria, *Evaluation Methods, Information Science, *Information Systems, *Measurement, Measurement Instruments, Measurement Techniques, Networks, On Line Systems, Performance Criteria, Program Evaluation, Research Methodology, *Telecommunication

Identifiers—Computer Networks, Interactive Computer Systems

Measures, tools, and techniques applicable to the performance measurement of computer communication networks are described for technicians who procure computer services from a remote access network. Cost considerations are discussed as a major component of evaluation, and measurement and evaluation methodologies are surveyed. External measurement techniques that encompass both the intermediate user-network interface and the distant interface between user and the serving computer system are recommended. An 80-item bibliography concludes the report. (CH)

ED 127 931 IR 003 893

Cassidy, Howard B.

Computer Based Education: An Approach Toward Adaptive Learning Procedures.

Pub Date Aug 76

Note—22p.; Paper presented at the Association for the Development of Computer-Based Instructional Systems Summer Conference (Minneapolis, Minnesota, August 10-12, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Computer, Assisted Instruction, Cost Effectiveness, Individualized Instruction, *Speeches, *State of the Art Reviews

Identifiers—ADCIS 76, Control Data Corporation, Law Enforcement Assistance Administration, Minnesota, Special Learning Disabilities Project

Though recent decades have witnessed radical changes in the nature of the society, technology offers a way for schools to continue providing quality educational services. The combination of rapidly changing constituencies, an emphasis on cost-effectiveness, and the trend toward individualized learning presents educational needs that can be filled using computer-based instruction and administration. This report summarizes current trends in computer-based education, including descriptions of four programs: (1) Minnesota Educational Computing Consortium; (2) Control Data's feasibility study; (3) Special Learning Disabilities Project; and (4) Law Enforcement Assistance Agency Project. (EMH)

ED 127 932 IR 003 894

Materials for Learning and Teaching; Report of the Commonwealth Conference (Wellington, New Zealand, September 22-October 3, 1975). Commonwealth Secretariat, London (England).

Pub Date 76

Note—126p.

Available from—Publications Section, Commonwealth Secretariat, Marlborough House, Pall Mall, London SW1Y 5HX, England (Price upon request)

Document Not Available from EDRS.

Descriptors—*Conference Reports, Delivery Systems, *Instructional Materials, *Instructional Media, *International Programs, Material Development, Nonformal Education, Physically Handicapped, Teacher Education

Identifiers—*British Commonwealth, Canada, Jamaica, New Zealand

This report summarizes the proceedings of a September 1975 conference of Commonwealth educators, who deliberated on the following issues involving educational materials: (1) variety and potential uses; (2) design and production; (3) use in teaching and learning situations; (4) programs for training and supervision for efficient use; and (5) Commonwealth cooperation in manufacture and supply. Included are the complete texts of 11 speeches and papers, a list of recommendations, and a summary of the points of deliberation. The appendixes also supply a list of participants, agenda, arrangements, and documents of the conference. (EMH)

ED 127 933 IR 003 896

Gross, Ronald

Higher/Wider Education; a Report on Open Learning.

Ford Foundation, New York, N.Y.

Pub Date Jun 76

Note—31p.

Available from—Ford Foundation, Office of Reports, 320 East 43rd Street, New York, N.Y. 10017

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Adult Education, *Educational Innovation, Educational Television, Experimental Programs, *Extension Education, External Degree Programs, Grants, Higher Education, Home Study, Individualized Instruction, Instructional Systems, Open Education, *Post Secondary Education, Private Financial Support, Regional Programs, Television Research, *University Extension

Identifiers—*Ford Foundation

New forms of postsecondary education such as television colleges, contract learning programs, universities without walls, external degree programs, and education brokers have emerged to complement traditional adult and vocational education programs. New patterns and programs contribute to the open learning movement in higher education and offer major alternatives to traditional undergraduate instruction for many young and older students. Some of the undertakings of the Ford Foundation in this field include the University of Mid-America; the University Without Walls; Empire State College in New York; the New York Regents External Degree Program; the Regional Learning Service pioneer-

ing in education brokerage; and research projects in costs, evaluation, and dissemination of information about open learning experiences. (CH)

ED 127 934 95 IR 003 897

Bramble, William J. Mertens, Donna M.

Results of Appalachian Education Satellite Project Needs Assessment Conferences. Technical Report No. 14.

Appalachian Education Satellite Project, Lexington, Ky.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Finance and Productivity Group. Technical Applications Div.

Report No.—AESP-TR-14

Pub Date Jun 76

Contract—NIE-76-100C0-3009A-76-C2-OE-0226 Note—120p.; For related documents, see ED 125 594-595

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Adult Education, Business Education, *Communication Satellites, Conference Reports, Depressed Areas (Geographic), Educational Improvement, *Educational Needs, Educational Planning, Educational Technology, Elementary Secondary Education, Experimental Programs, Higher Education, Human Resources, Information Needs, Inservice Teacher Education, Instructional Media, Interstate Programs, *Manpower Needs, Medical Education, *Needs Assessment, Regional Programs, Rural Education

Identifiers—AESP, *Appalachian Education Satellite Project

An assessment was conducted to determine the needs of people in Appalachia for continuing education, adult education, in-service education, and undergraduate and graduate education for college credit. Needs have been categorized in five areas: education, medicine and health, business and industry, human resources and services, and government. The first section of this report provides an overview of the methodology used in the needs assessment. The next five sections report the results of needs assessment ratings, area priorities, additional needs, and utilization schedule data for each of the five areas. The last section summarizes the assessment and an appendix gives a complete list of additional needs in the five areas. (CH)

ED 127 935 IR 003 898

National Commission on New Technological Uses of Copyrighted Works (CONTU), Meeting Number One (Washington, D.C., October 8, 1975).

Library of Congress, Washington, D.C. Copyright Office.

Pub Date 8 Oct 75

Note—23p.; For related documents see IR 003 898-905

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Advisory Committees, Computer Oriented Programs, *Copyrights, Federal Legislation, Laws, Meetings, National Programs, *Reprography, *Technology

Identifiers—CONTU, Fair Use, National Commission New Technological Uses Copyright

The first meeting of the National Commission on New Technological Uses of Copyrighted Works (CONTU) established some basic premises and procedures. Commissioners representing various interests concerned with copyright legislation (librarians, publishers, consumers and lawyers) discussed the responsibility of the Commission to review copyright legislation. The basic objectives of the Commission were to assure access to information, while protecting the rights of copyright owners. The meeting focused on the uses of new technology [such as computers] to store and reproduce copyrighted works, photocopying, and the fair use doctrine. Action also was taken on rules meeting rules, budgets, appointment of an executive director, enactment of subpoena powers, and arrangements for future meetings. (LS)

ED 127 936 IR 003 899

National Commission on New Technological Uses of Copyrighted Works, Meeting Number Two (Washington, D.C., November 19, 1975).

Library of Congress, Washington, D.C. Copyright Office.

Pub Date 19 Nov 75

Note—18p.; For related documents see IR 003 898-905

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Advisory Committees, Computer Oriented Programs, *Copyrights, Federal Legislation, Information Science, Information Storage, Meetings, National Programs, *Reprography, *Technology

Identifiers—CONTU, Fair Use, National Commission New Technological Uses Copyright

Several reports were considered at the second meeting of the National Commission on New Technological Uses of Copyrighted Works (CONTU). A proposed study to collect data on the present status and extent of photocopying (sponsored by the National Commission on Libraries and Information Science (NCLIS)) was presented and its eventual usefulness to CONTU was discussed. A resolution from NCLIS asking CONTU to request that Congress take only interim action on photocopying was found inappropriate for action by CONTU. A representative from the Institute for Computer Sciences and Technology of the National Bureau of Standards presented objectives and areas of study for a project on the interaction of law, economics, and technology in the use of copyrighted materials. Of special interest was the ownership of material translated into machine or some other code for later retrieval. Another study, done at Indiana University, dealt with library photocopying trends in the academic community and the costs and fees involved. The ad hoc group on photocopying discussed the hazy area between fair use copying and systematic reproduction of copyrighted materials. Future directions and meetings were considered. (LS)

ED 127 937 IR 003 900

National Commission on New Technological Uses of Copyrighted Works, Meeting Number Three (White Plains and New York, N.Y., December 18-19, 1975).

Library of Congress, Washington, D.C. Copyright Office.

Pub Date Dec 75

Note—25p.; For related documents see IR 003 898-905

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Advisory Committees, *Computers, *Copyrights, Federal Legislation, *Information Science, Information Storage, Libraries, Meetings, National Programs, Publishing Industry, *Reprography, Statistical Data, Trend Analysis

Identifiers—CONTU, Fair Use, National Commission New Technological Uses Copyright

The first day of the National Commission on New Technological Uses of Copyrighted Works (CONTU) third meeting was spent at IBM processing headquarters, where commissioners learned about the history and terminology of computers, information storage methods, computer capabilities, computers and copyrights, future trends, and costs. On the second day they discussed an Australian copyright case in which the court decided that a university was responsible for infringements involving self-service copiers. This led to discussions of possible coding of all works to identify what has been copied, licensing schemes, and the costs of such record keeping. Statistics on the size and markets of the publishing industry, and on the number and expenditures of libraries were presented. Future meetings, including possible contributions from the American Society for Information Science, were discussed. (LS)

ED 127 938 IR 003 901

National Commission on New Technological Uses of Copyrighted Works, Meeting Number Four (Bethesda, Maryland, February 11-13, 1976).

Library of Congress, Washington, D.C. Copyright Office.

Pub Date Feb 76

Note—31p.; For related documents see IR 003 898-905

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Advisory Committees, Automation, Chemistry, Computer Oriented Programs, *Copyrights, Costs, Data Bases, Federal Legislation, Information Retrieval, *Information Science, Information Storage, *Information Systems, Laws, Meetings, National Programs, Professional Associations, Reprography, Scholarly Journals

Identifiers—CONTU, LEXIS, National Commission New Technological Uses Copyright, National Library of Medicine, NLM, WESTLAW

In a series of meetings held over a period of three days, the National Commission on New Technological Uses of Copyrighted Works (CONTU) heard presentations, arranged by the American Society for Information Science, on information systems in general and on the operations of specific systems. The first presentation covered information storage and retrieval. Next a representative from the National Science Foundation described research and development in information handling. In a meeting at the National Library of Medicine (NLM) the commissioners heard about the evolution of medical information systems, current NLM operations, possible effects on NLM of proposed copyright legislation, and NLM resources and copying practices. Two legal information systems, LEXIS and WESTLAW, were described. Other reports covered automated journal production and the costs of such systems. The American Chemical Society's information programs were used to illustrate a professional society's approach to information. Discussions of information programs involving numeric data bases included legal protection of the information. A general discussion on the presentations and the future direction of the commission followed. (LS)

ED 127 939 IR 003 902
National Commission on New Technological Uses of Copyrighted Works, Meeting Number Five (New York, N.Y., April 1-2, 1976).

Library of Congress, Washington, D.C. Copyright Office.

Pub Date Apr 76

Note—22p.; For related documents see IR 003 898-905

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Advisory Committees, Automation, Computer Programs, *Copyrights, *Data Bases, Federal Legislation, Information Science, Information Services, *Information Systems, Legal Problems, Meetings, Microforms, National Programs, Professional Associations, Publishing Industry, Reprography, *Technology, Trend Analysis

Identifiers—CONTU, Fair Use, *Information Industry, National Commission New Technological Uses Copyright

At the fifth meeting of the National Commission on New Technological Uses of Copyrighted Works (CONTU) the Information Industries Association sponsored a presentation on copyright issues related to data bases, computer programs, and microform composition. Presentations were made by representatives of Standard and Poors, the New York Times, IBM, and Research Publications. The report on the New York Times Information Bank went into specific details about copyright problems—especially fair use (what kind and how much is unfair?). Other questions raised were: (1) When does a compilation of facts become a copyrightable item? (2) How can investments in data bases be protected? and (3) Who is the "author" of data base output? Other reports covered the influence of future technological developments, relevant projects at the National Science Foundation, and the status of copyright legislation in Congress. (LS)

ED 127 940 IR 003 903
National Commission on New Technological Uses of Copyrighted Works, Meeting Number Six (Arlington, Virginia, May 6, 1976).

Library of Congress, Washington, D.C. Copyright Office.

Pub Date 6 May 76

Note—158p.; For related documents see IR 003 898-905; not available in hard copy due to marginal reproducibility of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Advisory Committees, *Computer Programs, *Copyrights, Federal Legislation, Information Systems, Legal Problems, Meetings, National Programs, Patents, Professional Associations, Publishing Industry, Reprography, Technology

Identifiers—CONTU, Fair Use, *Information Industry, National Commission New Technological Uses Copyright

With its sixth meeting, the National Commission on New Technological Uses of Copyrighted Works (CONTU) switched from substance to verbatim minutes. The first report, made by the president of the Computer and Business Equipment Manufacturers Association, dealt with the

copyrightability or patentability of computer programs, protecting investments in computer software, what constitutes a copy of a computer program, enforcement problems, fair use, effects of copyrights on software producers and users, and copyright notices and deposits. Testimony from the American Federation of Information Processing Societies and affiliates, representing the views of software authors and users, covered subjects substantially similar to those of the first report. Commission discussions of the testimony and future business followed. (LS)

ED 127 941 IR 003 904
National Commission on New Technological Uses of Copyrighted Works (CONTU) Conference Room, Arlington, Virginia, May 7, 1976.

Library of Congress, Washington, D.C. Copyright Office.

Pub Date 7 May 76

Note—188p.; For related documents see IR 003 898-905; not available in hard copy due to marginal reproducibility of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Advisory Committees, *Computer Programs, *Copyrights, Federal Legislation, Information Networks, Information Systems, Legal Problems, Meetings, National Programs, Professional Associations, Publishing Industry, Reprography

Identifiers—CONTU, Fair Use, Information Industry, National Commission New Technological Uses Copyright

The National Commission on New Technological Uses of Copyrighted Works (CONTU) met on May 7, 1976, to hear reports on copyrights as they apply to computers and the information industry. The first spokesman was the president of Educational Communications (EDUCOM), a consortium of colleges and universities collaborating on the distribution and use of computer software. Representatives of the Computer Industry Association and information producers also presented their views. Representatives of the Information Industry Association (IIA) described some industry operations and related copyright issues. All presentations addressed questions previously submitted by CONTU dealing with: the copyrightability of computer programs, protecting investments in computer software, the problems of defining what may be copyrighted, what constitutes a copy of a computer program, enforcement problems, fair use, possible results of copyright legislation on users and producers, and copyright notices and deposits. Commission members entered into discussions with speakers throughout the testimony. A report also was given on the progress of copyright legislation in Congress. (LS)

ED 127 942 IR 003 905
National Commission on New Technological Uses of Copyrighted Works (CONTU), Seventh Meeting (Arlington, Virginia, June 9-10, 1976).

Library of Congress, Washington, D.C. Copyright Office.

Pub Date Jun 76

Note—228p.; For related documents see IR 003 898-905 and ED 118 142; not available in hard copy due to marginal reproducibility of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Advisory Committees, *Computer Programs, *Copyrights, Federal Legislation, Federal Programs, Information Science, Information Systems, Legal Problems, Meetings, National Programs, Policy, Professional Associations, *Reprography, Research Projects

Identifiers—CONTU, Fair Use, National Commission New Technological Uses Copyright

Presentations at the June 9-10, 1976, meeting of the National Commission on New Technological Uses of Copyrighted Works (CONTU) concentrated on computer software protection. There were a panel discussion, a briefing from a General Services Administration spokesman, and a presentation by representatives of the educational community. The testimony and discussions covered definitions of computer software, copyrightability, advantages and disadvantages of copyrights, costs to users, present practices in software protection, taxation, computer abuse of proprietary rights, detection of theft, security of computer systems, federal government software programs, educational exemptions to copyright, compulsory licensing, and the point at which raw

data become copyrightable. There was also testimony on information policy and the right to privacy, and there were two discussions about photocopying—one on the formation of guidelines for federal legislation and one on staff planning for research studies. (LS)

ED 127 943 IR 003 907
Oeller, Helmut, Ed. Sturm, Hertha, Ed.

Television and Socialization Processes in the Family; a Documentation of the Prix Jeunesse Seminar 1975.

International Central Inst. for Youth and Educational Television, Munich (West Germany).

Report No.—ISBN-3-7940-3368-X

Pub Date 76

Note—192p.; Special English Issue of "Fernsehen Und Bildung, Internationales Zeitschrift für Medienpsychologie und Medienpraxis," Vol. 9(1975)2/3

Available from—Verlag Dokumentation Saug KG, Posenbacher Strafe 2, D-8000 Munich 71, West Germany (price upon request)

Document Not Available from EDRS.

Descriptors—Adolescents, *Children, *Conference Reports, *Family (Sociological Unit), Family Life, Parent Child Relationship, *Socialization, *Television, Television Research

Identifiers—France, Germany, Great Britain, Hungary, Israel, Japan, Scandinavia, United States

This text summarizes the proceedings of a 1975 conference of the Prix Jeunesse Foundation which revolved around the question: "What aids can television offer in order to make it easier for young people to socialize in their family and their environment?" Included are: (1) an introduction and the text of the opening speech; (2) separate reports on the state and nature of relevant research in Great Britain, the United States, Scandinavian countries, German-speaking countries, Italy, and Hungary; (3) a list of films screened; and (4) a list of discussion highlights. (EMH)

ED 127 944 IR 003 908
Hodapp, Timothy

READALONG as an Instructional Aid for the ESL Programs.

Ontario Educational Communications Authority, Toronto. Research and Planning Branch.

Report No.—OECA-PRBR-3C

Pub Date Jul 76

Note—15p.; For a related document, see IR 003 909

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Comparative Analysis, Conventional Instruction, Educational Research, *Elementary Education, *English (Second Language), Grade 2, Grade 4, *Instructional Aids, *Media Research, Program Evaluation, Teacher Attitudes, *Video Tape Recordings

Identifiers—*Readalong

"Readalong," a program employing a videotape format to teach vocabulary skills to early childhood learners, was tested in an English-as-a-second-language (ESL) setting by comparing primary and advanced ESL classes using the program with classes using only the conventional teaching materials. Students received a test prior to the initiation of the series and three tests at regular intervals during the course of the 30 programs. A covariance model was used to analyze the data, and results showed "Readalong" to be an effective tool to help ESL students. A questionnaire also showed teachers to be enthusiastic about the use of the program. This report discusses the research methodology and summarizes results. (EMH)

ED 127 945 IR 003 909
Hodapp, Timothy

READALONG in Standard Classes, Evaluation Report.

Ontario Educational Communications Authority, Toronto. Research and Planning Branch.

Report No.—OECA-PRBR-3B

Pub Date May 76

Note—19p.; For a related document see IR 003 908

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Comparative Analysis, Conventional Instruction, *Early Childhood Education, Grade 1, Grade 2, *Instructional Aids, Kindergarten, *Media Research, Program Evaluation, Reading Instruction, *Video Tape Recordings, *Vocabulary Skills

Identifiers—*Readalong

"Readalong," a program employing a videotape format to teach vocabulary skills to early childhood learners, was tested in a standard classroom setting by comparing kindergarten, first, and second grade classes using the program with classes using only the conventional materials. At three points during the ten-week series, students were asked to read a list of program and non-program words. The program proved to be effective, and it was recommended that the format and techniques not be altered. This report discusses research methodology and summarizes results. (EMH)

ED 127 946 IR 003 910

An International System for the Exchange of Information on Science and Technology for Policy-Making, Management and Development (SPINES).

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—UNESCO-GC-19-C

Pub Date 6 Aug 76

Note—15p.; UNESCO General Conference, Nineteenth Session, Nairobi; For related documents see ED 093 314 and 095 830

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Information Dissemination, *Information Systems, *International Programs, Master Plans, *Policy Formation, *Sciences, *Technology, Thesauri

Identifiers—*Science Technology Policies Information Exchange, SPINES, UNESCO

An International System for the Exchange of Information on Science and Technology for Policy-making, Management, and Development (SPINES) was established to provide a decentralized international system for information exchange between member states which collect, process, and disseminate basic data on science and technology with special emphasis on applications to development. This report describes the goals of the system, summarizes activities from 1970 to 1976, reviews operational features, introduces planned activities for 1977 to 1982, and details issues to be discussed at the 19th general conference of UNESCO. (EMH)

ED 127 947 IR 003 911

Montana Library Directory, 1976; with Statistics of Montana Public Libraries, July 1, 1974-June 30, 1975.

Montana State Library, Helena.

Pub Date 76

Note—58p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—College Libraries, County Libraries, *Directories, Financial Support, *Libraries, Library Circulation, Library Collections, Library Expenditures, Personnel, Public Libraries, Regional Libraries, School Libraries, Special Libraries, *Statistical Data, University Libraries

Identifiers—*Montana

The directory portion of the Montana Library Directory is divided into three parts: public libraries; academic, institutional and special libraries; and school libraries. The sections are alphabetically arranged by city. Information for each entry includes city, library name, address, county, librarian, hours of operation (for public libraries only), and telephone number. Statistical data is provided in a separate section for local public libraries, counties, and library federations. Included is data on taxation, funding, expenditures, collections, circulation, personnel, and nonresident borrowers' fees. Names and addresses are provided for library associations, the state library commission, the state library advisory council, and affiliates of the five federations. There also is a brief description of a statewide demonstration of federation library services. (LS)

ED 127 948 IR 003 912

Clark, Collin, Ed.

California Library Statistics and Directory 1976. A Supplement to "News Notes of California Libraries", Official Journal of the California State Library.

California State Library, Sacramento.

Pub Date 76

Note—238p.

Available from—California State Department of Education, Publications Sales, P.O. Box 271, Sacramento, California 95802 (\$7.50, or annual subscription of "News Notes of California Libraries", for \$14.00)

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Bookmobiles, College Libraries, *Directories, Financial Support, Interlibrary Loans, Law Libraries, *Libraries, Library Circulation, Library Collections, Library Expenditures, Library Networks, Personnel, Public Libraries, School Libraries, Special Libraries, *Statistical Data, University Libraries

Identifiers—*California

Statistical and directory information for California are provided in one volume. The 1974-75 statistics cover library systems, public libraries in five population ranges, bookmobiles, academic libraries, special libraries, state agency and institution libraries, and county law libraries. Public library statistics for 1973-74 also are included. The data covers income, expenditures, personnel, and materials. For 1974-75 there also is data on collections, circulation, reference services, and interlibrary loans. The first of the three directory sections lists all types of libraries alphabetically by city or unincorporated area. Information includes library name, type, address, telephone number, interlibrary loan (ILL) phone number, TWX and Telex numbers, directory's name, schedule of hours, clientele and population, system or network affiliation, and branch libraries. The second section lists library systems and includes address, membership, and persons to contact. The third section is a chart of public libraries by name, with system, TWX or Telex number, ILL phone number, headquarters phone number, and chief librarian. An index for special subject collections in California libraries and a library name index are included. (LS)

ED 127 949 IR 003 913

Polette, Nancy

E Is for Everybody; a Manual for Bringing Fine Picture Books into the Hands and Hearts of Children.

Pub Date 76

Note—165p.

Available from—Scarecrow Press, Inc., 52 Liberty Street, P.O. Box 656, Metuchen, New Jersey 08840 ISBN 0-8108-0966-4, \$6.00

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, *Art Activities, *Childrens Books, Creative Reading, Elementary Education, Illustrations, Instructional Materials, Intermediate Grades, Manuals, Reading Interests

Identifiers—Media Production, *Picture Books

Intended as a manual for teaching children the delights of books and reading, this guide lists 147 picture books covering a broad range of topics, concepts, and ideas for elementary and junior high school students. The description of each book is followed by one or more suggested activities ranging from dramatizations to media production, art projects, creative writing, and games. These materials can be used to introduce picture books on a regular basis or can be correlated with curriculum topics, or integrated with art activities. A separate section of the book demonstrates ways to help children interpret literature through art and media with such activities as drawing and painting, displays, bookmaking, puppetry and papier-mache figures, and slides or filmstrips. (Author/LS)

ED 127 950 IR 003 914

Park, Rosemarie J.

Training Teachers in the Area of Adult Literacy: A Case Study Approach.

Pub Date Aug 76

Note—6p.; Paper presented at the Association for the Development of Computer-Based Instructional Systems Summer Conference (Minneapolis, Minnesota, August 10-12, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Case Studies (Education), *Computer Assisted Instruction, Individualized Instruction, Simulation, Speeches, *Teacher Education

Identifiers—University of Minnesota

To acquaint teachers of adult literacy with the special needs of adult learners, a series of computerized case studies was developed as part of three teacher training courses. The first course sensitized teachers to the learning problems of certain target populations; the second introduced diagnostic and prescriptive teaching techniques; and the third familiarized teachers with existing materials and suggested techniques for developing additional materials. Participants tested their skills by using interactive, computerized case simulations. (EMH)

ED 127 951 IR 003 915

The Unesco/IBE Education Thesaurus. A Faceted List of Terms for Indexing and Retrieving Documents and Data in the Field of Education With French Equivalents. Second Edition, Revised and Enlarged.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ISBN-92-3-101304-1

Pub Date 75

Note—278p.; For a related document see ED 089 746

Available from—UNIPUB, Inc., P.O. Box 433, Murray Hill Station, New York, N.Y. 10016 (ISBN-92-3-101304-1, \$10.75)

Document Not Available from EDRS.

Descriptors—Coordinate Indexes, *Education, English, French, Information Retrieval, International Organizations, *International Programs, Permuted Indexes, Subject Index Terms, *Thesauri, Word Lists

Identifiers—IBE, International Bureau of Education

The International Bureau of Education's (IBE) thesaurus lists descriptors for retrieving information in the field of education from computerized data banks. The largest section is an alphabetical array of descriptors and identifiers, with French equivalents. These are cross-referenced with "use" and "use for" terms as well as broader, narrower, and related terms. Some terms include scope notes. If the term also is used in the international macro-thesaurus, that fact is indicated. A separate section contains general headings for subject fields (subject codes) and facets (subject subdivisions) numbered 100 to 880. There also is a detailed subject breakdown of the facets. A rotated display is provided in the form of keywords out of context. The orthography is British. (LS)

ED 127 952 IR 003 916

Hoadley, Irene B.

Academic Libraries; State of the Art.

Pub Date Apr 76

Note—7p.; Paper presented at the Texas Library Association Annual Meeting (Houston, Texas, April 7-10, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Libraries, Financial Support, Higher Education, Library Acquisition, Library Administration, Library Role, Library Services, Personnel, Speeches, *State of the Art Reviews, Trend Analysis, *University Libraries

Academic libraries are in a period of transition, self-examination, and change. Management is considering new methods, such as management by objectives. Unionization is growing. Since funding tends to be diminishing while library growth continues, cooperative acquisitions promise improved accessibility. Ways to better serve users need to be found, and automation, outreach, and library interpretive services are steps in that direction. Emphasis is needed on government documents, microforms, archives, non-book materials, and services to those with special problems. Personnel problems revolve around job security and faculty status. (LS)

ED 127 953 IR 003 918

El-Bushra, J.

Correspondence Institutions in the Commonwealth, 1976; Education in the Commonwealth. Commonwealth Secretariat, London (England).

Pub Date 76

Note—102p.

Available from—Commonwealth Secretariat, Publications Section, Marlborough House, Pall Mall, London SW1Y 5HX (ISBN-0-85092-108-2; one pound English money)

Document Not Available from EDRS.

Descriptors—Correspondence Courses, Correspondence Schools, *Correspondence Study, Directories, Elementary Secondary Education, Higher Education, *School Surveys, Surveys

Identifiers—British Commonwealth
This survey provides basic information on the use of correspondence education by university, government, and other non-profit organizations within the British Commonwealth countries. Based on information supplied by the institutions, a brief summary describes the work of each, including: name, objectives, languages, subjects, enrollment, staff, teaching method, finance, and future developments. (EMH)

ED 127 954 IR 003 919

Avram, Henriette D.
MARC: Its History and Implications.
 Library of Congress, Washington, D.C. MARC Development Office.
 Pub Date 75
 Note—52p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock number LC-1.2:M18/16)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Bibliographic Coupling, *Cataloging, Data Bases, *Data Processing, Experimental Programs, Information Dissemination, Information Processing, *Information Systems, Libraries, *Library Automation, Library Networks, Library Technical Processes, Man Machine Systems, Pilot Projects

Identifiers—Library of Congress, Machine Readable Cataloging, *MARC

The Library of Congress presents the history of its Machine Readable Cataloging (MARC) system. Descriptions of MARC pilot projects and distribution services are followed by a discussion of several conversion projects undertaken by libraries in order to implement MARC. Then MARC's influence on standardization of formats for information interchange, bibliographic description, content designators, and other activities is evaluated. The document concludes with a description of the use of MARC at the Library of Congress and by subscribers. Some 170 references and bibliographic citations dating from 1960 to 1974 are provided. (CH)

ED 127 955 IR 003 920

Schmitz, William J.
Teaching a Mass Media Survey Course (Newspapers, Magazines, Radio, Television and Movies) in Secondary Schools with Emphasis on Critical Thinking.

Pub Date May 76
 Note—295p.; Ph.D. Thesis, Walden University

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—Course Descriptions, *Critical Thinking, Films, Literature Reviews, *Mass Media, Newspapers, Periodicals, Radio, Secondary Education, Television

This thesis provides a format for the use of newspapers, magazines, radio, television, and movies in the secondary school classroom. It attempts to inform teachers of what materials are most appropriate to the interests and informational needs of high school students, and it attempts to provide a method to teach students how to systematically question and criticize the content of the media. Included are: (1) an overview; (2) a review of the literature and the research relevant to the topic; and (3) an outline of a course in media and critical thinking. (EMH)

ED 127 956 IR 003 921

Shelton, S. Martin
The Information Film Manager: The Resource Monitor.

Pub Date Oct 74
 Note—8p.; Paper presented at the Information Film Producers of America Annual Conference (15th, San Diego, California, October 17-19, 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cost Effectiveness, *Film Production, *Instructional Films, Media Specialists, *Resource Allocations

Identifiers—*Film Managers

It is the responsibility of an inhouse film group to ensure that communication is maximized while holding expenses to a minimum. Many productions spend more than is necessary to effectively convey a message by employing: (1) overwritten scripts; (2) complex structure; (3) costly talent, sets, locales, special effects, and musical scores. The challenge to a film designer should be to use only enough resources to effectively communicate the idea of the film while resisting excesses which add nothing to the content of the idea. (EMH)

ED 127 957 IR 003 922

Shelton, S. Martin
The Information Film Manager: The Resource Provider.

Pub Date Oct 74
 Note—10p.; Paper presented at the Information Film Producers of America Annual Conference (15th, San Diego, California, October 17-19, 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Film Production, *Instructional Films, Management, Media Specialists, *Resource Allocations

Identifiers—*Film Managers

To ensure optimum utilization of filmmaking resources, the manager of an inhouse film unit should: (1) develop a broad perspective of his duties; (2) select personnel compatible with the goals of the organization, taking special care in choosing the film designer; (3) set time schedules which permit quality production; (4) arrange appropriate support contracts; and (5) provide adequate space and equipment. (EMH)

ED 127 958 IR 003 923

Wagner, H. And Others
Team Training and Evaluation Strategies: A State-of-Art Review.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.
 Report No—HumRRO-SR-ED-76-11

Pub Date Jun 76

Contract—DARPA-3187; MDA-903-76-C-0210

Note—77p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Classification, Evaluation Criteria, *Evaluation Methods, *Literature Reviews, *Military Training, Organizational Development, Research Needs, Small Group Instruction, *State of the Art Reviews, Teaching Techniques, *Team Training, Teamwork, T Groups, Training, Training Techniques

Identifiers—Human Resources Research Organization, HumRRO

Educational Resources Information Center (ERIC), the Defense Documentation Center (DDC), National Technical Information Service (NTIS), Psychological Abstracts, HumRRO Library, and industrial training publications were surveyed to analyze instructional and evaluative techniques relevant to team training. Research studies and team training practices underway within the military were also examined. From this review was developed a classification scheme for team training and evaluation to be used by the Defense Advanced Research Projects Agency (DARPA). Training situations were categorized as emergent or established and team training was distinguished from multi-individual training. Research needs in team training were identified using this classification scheme. Ninety-seven references on training and evaluation published between 1952 and 1976 are provided. (CH)

ED 127 959 IR 003 924

Farley, Richard A.
The National Agricultural Library Moving Ahead.

Pub Date 18 Jul 76
 Note—10p.; Paper presented at the American Library Association Annual Conference (95th, Chicago, Illinois, July 18-24, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Agriculture, Federal Government, *Government Libraries, Information Networks, Library Services, *National Libraries, Objectives, *Special Libraries

Identifiers—ALA 76, Department of Agriculture, NAL, *National Agricultural Library

The National Agricultural Library (NAL) provides materials and services in the areas of agriculture, chemistry, biology, and law to the United States Department of Agriculture (USDA) in Washington and its installations throughout the country, to land-grant universities, and to the world agricultural community. Information is disseminated through on-line computer networks, printed bibliographies, reference services, loans, and photocopies. NAL goals for the next five years are: (1) to coordinate USDA, national, and international agricultural information activities; (2) to create information networks; and (3) to improve services in order effectively to backstop national agricultural information needs. (LS)

ED 127 960 95 IR 003 925

Files, Patricia
A Guide to Educational Resources, 1976-77.
 Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 76

Contract—NIE-C-74-0027

Note—42p.

Available from—Box E, School of Education, Stanford University, Stanford, California 94305

(Check made payable to "Box E" must be included with order, \$3.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Annotated Bibliographies, Education, *Educational Resources, *Guides, *Information Sources, Library Material Selection, Media Selection, *Reference Materials, Social Sciences

The resources listed here are geared for the education specialist who receives, processes, and fulfills client requests for information needed to resolve specific curricular, instructional, or administrative problems. There are highly selective introductory sections on how to locate and organize information. Annotated bibliographies are provided for social science reference works; educational reference works, including directories and sources of statistical data; guides to current literature, research, and funding; and book, curriculum, multimedia, and periodical selection tools. Professional associations, special services, and information and research centers also are listed. Items are intended as basic guides to current activities, products, information sources, and innovations. (Author/LS)

ED 127 961 IR 003 926

Cummings, Martin M.
The Fate of the Dinosaur.

Pub Date Jul 76

Note—14p.; Paper presented at the American Library Association Annual Conference (95th, Chicago, Illinois, July 18-24, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Data Bases, History, Information Networks, Information Services, Information Systems, Interlibrary Loans, Library Automation, Library Networks, *Medical Libraries, *National Libraries, On Line Systems, Speeches, Technology, Trend Analysis

Identifiers—ALA 76, *National Library of Medicine, NLM

The National Library of Medicine (NLM) had its beginnings in the Library of the Army Surgeon General's office established in 1836. Dr. John Shaw Billings, who was in charge from 1865 to 1895, greatly influenced the growth of the library and also initiated production of the widely used "Index Catalogue" of author and subject listings as well as the monthly "Index Medicus." Since then NLM has introduced microfilm (1937), photoduplication (1942), and the mechanization of "Index Medicus" (late 1950's). In 1960 NLM began developing its computerized Medical Literature Analysis and Retrieval System (MEDLARS) to allow bibliography production and rapid data base searches. The MEDLARS photocopy techniques proved highly successful and cost-effective. The MEDLARS On-Line (MEDLINE) remote terminal network became a reality in 1971, and now serves 500 institutions nationwide. At present, NLM coordinates a network of 11 regional libraries supported by 125 resource libraries and provides interlibrary loan service for the national medical community. In the future NLM will have to learn to cope with new technology and even larger amounts of material if it wishes to avoid going the way of the dinosaur. (LS)

ED 127 962 IR 003 927

Cody, Wilmer S.
School Tax Increase During Hard Times: The Birmingham Story.

Pub Date Jul 76

Note—8p.; Paper presented at the American Library Association Annual Conference (95th, Chicago, Illinois, July 18-24, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Secondary Education, Financial Support, *School Budget Elections, *School Districts, School Taxes, Speeches, Success Factors, *Tax Support

Identifiers—ALA 76, *Alabama (Birmingham)

The Birmingham (Alabama) school district regressed from a model system in 1926 to a poorly equipped, underfunded one in 1975. In that year, however, in spite of recession and joblessness, the citizens voted a \$3 million tax increase for schools. The success of the election may be traced to several factors. Citizens were concerned about the declining quality of education, city leadership was socially and economically progressive, and the school improvement objective was easily understood and acceptable to the citizens. While the support of community leaders was being sought, the elementary schools

were doing a self-study preliminary to accreditation. Following a community survey on the tax election, a campaign strategy was developed which featured arranging for a single-issue election, identifying supporters and getting out the supporting vote, and having ready a last minute media campaign in case it was needed. Educational gains are already being seen in Birmingham since the tax election was passed. (LS)

ED 127 963 IR 003 928

Pierce, Sydney

Public Libraries and Affirmative Action: Exploiting the Resources of ALA.

Pub Date Jul 76

Note—7p.; Paper presented at the American Library Association Annual Conference (95th, Chicago, Illinois, July 18-24, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Affirmative Action, Employment Practices, *Libraries, *Library Associations, Personnel Policy, Racial Discrimination, Sex Discrimination, Speeches

Identifiers—ALA 76, *American Library Association

Help with the complex legal and ethical issues related to affirmative action programs is provided by several American Library Association (ALA) groups and agencies. Conference activities are sponsored by the Public Library Association, various minority caucuses, task forces of the Social Responsibilities Round Table, and committees of the Library Administration Division Personnel Administration Section. The most helpful source of information and advice is the ALA Office for Library Personnel Resources (OLPR). This office has developed guidelines, sponsored institutes, and established a minority referral network. At present OLPR compiles statistics, reviews individual libraries' existing affirmative action plans, and makes available an "Affirmative Action Packet" which is continually updated. (LS)

ED 127 964 IR 003 929

Shtogren, John A.

Humanism and Technology, a Model for Integrating Educational Technology in the Humanities Classroom.

Pub Date Jul 76

Note—14p.; Paper presented at the International Learning Technology Congress and Exposition on Applied Learning Technology for Human Resource Development (Washington, D.C., July 21-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Course Descriptions, *Critical Reading, *Educational Technology, Feedback, Higher Education, *Humanistic Education, Instructional Innovation, Instructional Systems, *Models, Teaching Methods

Identifiers—Virginia Commonwealth University

Emphasizing a humanistic perspective, a committee at Virginia Commonwealth University was constituted to design and critique a course in modern fiction employing innovative technology and methodology. Educational objectives were identified, including critical thinking skills, questioning strategies, and affective development. The course featured a contract grading system, a variety of educational activities, and an adaptive feedback system. Student evaluations of the course were positive. (EMH)

ED 127 965 IR 003 930

Miller, Elmo E.

Instructional Strategies Using Low-Cost Simulation for Electronic Maintenance. Volume I: Problems, Procedures, and Results. Final Report.

Human Resources Research Organization, Fort Bliss, Tex. Div. 5.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va. Report No.—HumRRO-FR-WD(TX)-75-20-Vol-1 Pub Date Jul 75

Contract—DAHC-19-74-C-0058

Note—33p.; For related document see Volume II, IR 003 931

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Comparative Analysis, Conventional Instruction, *Electronic Technicians, *Equipment Maintenance, *Media Research, *Military Training, Phonotape Recordings, Photographs, Program Effectiveness, *Simulation, Slides

Identifiers—*Slide Tape Programs

Because of limited access to technical systems used to train men to maintain complex electronic equipment, an instructional format employing low-cost slides and photos was used to provide students with simulated experiences. Five experimental instructional blocks were developed and tested in two classrooms. Results were compared with two control classes, and the experimental groups showed superior mastery of the skills contained in the five instructional blocks. This report describes the background of the project, the research design, and the analysis of the data. (EMH)

ED 127 966 IR 003 931

Miller, Elmo E.

Instructional Strategies Using Low-Cost Simulation for Electronic Maintenance. Volume II: Appendices. Final Report.

Human Resources Research Organization, Fort Bliss, Tex. Div. 5.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va. Report No.—HumRRO-FR-WD(TX)-75-20-Vol-2 Pub Date Jul 75

Contract—DAHC-19-74-C-0058

Note—57p.; For related document see Volume I, IR 003 930

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Comparative Analysis, Conventional Instruction, *Electronic Technicians, *Equipment Maintenance, *Media Research, *Military Training, Photographs, Program Effectiveness, *Simulation, Slides

Identifiers—*Slide Tape Programs

As a companion to a research report describing the evaluation of a simulation-style instructional package for training in electronic equipment maintenance, this appendix includes: (1) a copy of the instructor's lesson plan; (2) a handout on power supply procedure; (3) samples of troubleshooting simulations; (4) instructor recording forms; (5) quizzes; (6) questionnaire forms and results; and (7) a list of developmental by-products. (EMH)

ED 127 967 IR 003 932

National Survey of Film and Television Higher Education; Report of Findings.

American Film Inst., Washington, D.C.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date Aug 76

Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Colleges, Curriculum, Films, *Film Study, *Higher Education, *National Surveys, *Tables (Data), *Television, Universities

These data are the result of a survey taken in 1975 by the American Film Institute to assess individuals and organizations actively involved in film and/or television education. Survey instruments were sent to 3,276 film and/or television educators at colleges and universities throughout the United States. Tabular summaries of the 784 responses provide information on staff characteristics, staff attitudes, program resources, and program needs. (EMH)

ED 127 968 52 IR 003 933

Bilingual Bicultural Materials; a Listing for Library Resource Centers. Revised.

El Paso Public Schools, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Note—109p.; For a related document see ED 098 975

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Annotated Bibliographies, Audiovisual Aids, *Biculturalism, *Bilingualism, Books, Charts, Classification, Educational Games, Elementary Education, Elementary Schools, English, Filmstrips, *Instructional Materials, Instructional Media, Media Selection, Phonograph Records, Phonotape Recordings, School Libraries, Spanish

Identifiers—Selection Tools

The El Paso (Texas) school district provides a bilingual, bicultural list of filmstrips, games, recordings, kits, books, posters, and charts. Within these categories items are listed alphabetically by title and include producer, date, physical description, source, price, suggested Dewey number, grade level, recommendation, and critical annotation. Title indexes and names and addresses of sources are included. (LS)

ED 127 969 IR 003 934

Hillelsohn, Michael J.

Project IMPACT Courseware Subsystem: Volume I: Innovative Procedures for Development and Administration. Technical Report 74-1.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va. Report No.—HumRRO-TR-74-1

Pub Date Feb 74

Contract—DAHC-19-73-C-0004

Note—144p.; For a related document see IR 003 935

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Autoinstructional Aids, *Computer Assisted Instruction, Computer Oriented Programs, *Computer Programs, Computers, Computer Science Education, *Experimental Programs, Instructional Materials, *Instructional Systems, Instructional Technology, On Line Systems, Programming

Identifiers—COBOL, Common Business Oriented Language, Human Resources Research Organization, HumRRO, Instructional Decision Model, *Interactive Computer Systems, Learner Controlled Instruction

Instructional design, instructional documentation, and instructional materials are used in the Project IMPACT computer assisted instruction (CAI) system. Separation of course content and logic in the system permits individualized training controlled in part by the student and in part by an instructional decision model. The entire instructional system includes equipment, computer programming, management programming, and personnel. Examples of course materials drawn from the revised COBOL course (COBOL2) and the revised orientation course are included in the appendices, along with information on additional materials stored in the courseware files of the Project IMPACT system. (CH)

ED 127 970 IR 003 935

Seidel, Robert J.

Project IMPACT: Computer-Administered Instruction Concepts and Initial Development. Technical Report 69-3.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.

Report No.—HumRRO-TR-69-3

Pub Date Mar 69

Contract—DAHC-19-69-C-0018

Note—88p.; For a related document see IR 003 934

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Autoinstructional Aids, *Computer Assisted Instruction, Computer Oriented Programs, *Computer Programs, Computer Science Education, Evaluation Criteria, Experimental Programs, Information Processing, Instructional Technology, *Military Training, Models, On Line Systems, Post Secondary Education, Time Sharing, Training Techniques

Identifiers—COBOL, Common Business Oriented Language, Human Resources Research Organization, HumRRO, Instructional Decision Model, Instructional Model Prototypes Attainable Computer, Interactive Computer Systems, Learner Controlled Instruction, Project IMPACT

This report summarizes Project IMPACT activities in fiscal year 1968. The goal of the project is to develop a computer-assisted instruction (CAI) training system in the COBOL language for the U.S. Army. Following an introduction, the report explains the instructional decision model which is used with an interactive computer system. The hardware system for Project IMPACT is then explained briefly. COBOL course development is described in terms of training objectives and instructional content. Software developments such as IMPACT CAI LANGUAGE (ICAIL) and future coherent programming are explained in the last chapter. Appendices include a summary of staff development, a checklist for man-hour computation, a flow diagram from the preliminary COBOL course, COBOL course criterion tests, and an explanation of the IMPACT list processor. (CH)

ED 127 971 IR 003 936

MacDougall, Frank C., Ed.

A Directory of Extension Library Services at N.U.E.A. Member Institutions. Second Edition.

Association of Coll. and Research Libraries, Chicago, Ill.; National Univ. Extension Association, Washington, D.C.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.

Pub Date Jun 76

Note—94p.; Prepared by Joint Committee on University Extension Library Services of the National Univ. Extension Association and the Association of Coll. and Research Libraries

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*College Libraries, Colleges, Directories, *Extension Education, Higher Education, Library Associations, Library Extension, *Library Services, Library Surveys, Post Secondary Education, Statistical Data, University Extension, *University Libraries

Identifiers—*National University Extension Association, NUA

The National University Extension Association provides a directory of library extension services at member institutions. The listing is alphabetical by state and then by college or university within each state. Information given includes library or division name, address, telephone, supervisor, staff, library organization, special extension collection if any, subjects emphasized, and extension budget. A summary of the survey data and the survey instrument used to compile the directory are included. (LS)

ED 127 972

IR 003 937

Schutz, Harald

Function and Organization of a National Documentation Centre in a Developing Country.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 75

Note—218p.; Documentation, Libraries and Archives: Studies and Research No. 7; Prepared by the International Federation for Documentation Committee for Developing Countries (FID/DC)

Available from—UNIPUB, INC., P.O. Box 433, Murray Hill Station, New York, N.Y. 10016 (\$9.25)

Document Not Available from EDRS.

Descriptors—*Administrative Organization, Cooperative Programs, *Developing Nations, *Documentation, Financial Support, *Information Centers, Information Retrieval, *Information Science, Information Storage, Information Systems, Interagency Coordination, International Programs, Library Administration, Library Cooperation, Library Education, Library Planning, Library Role, Library Technical Processes, *National Libraries, Personnel, Public Relations

Discussions and recommendations for developing national documentation centers (library and information services) in developing nations are provided as a result of a study conducted by the International Federation for Documentation (FID) Committee for Developing Countries (FID/DC) and commissioned by Unesco. The ten facets studied include: (1) the role of the state in national documentation, information, and library systems; (2) tasks and functions of a national documentation center (NDC); (3) the NDC's principal activities; (4) documentation and information techniques; (5) financing; (6) the NDC specialized library-coordination and cooperative activities; (7) personnel training and qualifications and public relations; (8) international cooperation; (9) development of central information institutes and data banks; and (10) NDC structure. A total of 33 recommendations are made in these areas. Extensive appendices contain legislation, charts, guidelines, forms, samples, standards, and specialized information. (LS)

ED 127 973

IR 003 939

The Open University in America.

Nebraska Univ., Lincoln. Great Plains National Instructional Television Library.

Pub Date 76

Note—26p.

Available from—Great Plains National, Box 80669, Lincoln, Nebraska 68501

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Architecture, Art Appreciation, Audiovisual Aids, *Catalogs, *Educational Television, Mathematics, *Phonotape Recordings, Public Health, Social Sciences, Systems Analysis, *Video Tape Recordings

Identifiers—*Open University, USSR

This catalog describes audiovisual format courses produced by the Open University of Great Britain and presently available in the United States. The courses are: (1) Art and Environment; (2) Environmental Control and Public Health; (3) History of Architecture and Design 1890-1939; (4) History of Mathematics; (5) International Politics and Foreign Policy; (6) Making Sense of Society; (7) Soviet Government and Politics; and (8) Systems Performance: Human Factors and Systems Failures. Each entry gives a statement of general instructional objectives and lists the video and audio products which accompany the course. Information on previews and prices is included. (EMH)

ED 127 974

95

IR 003 940

Mitchell, Anita M.

The Use of Media in Career Education.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 76

Contract—NIE-C-74-0027

Note—63p.

Available from—Box E, School of Education, Stanford University, Stanford, California 94305 (Check for \$3.25 made out to "Box E" must be included with order)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Annotated Bibliographies, Audiovisual Aids, Career Choice, *Career Education, Curriculum Guides, Elementary Secondary Education, Evaluation, Higher Education, *Instructional Media, Literature Reviews, Media Selection, Teacher Education

Based on a review of relevant literature, this report summarizes the state of the art and presents annotated references on the uses of media in career education. The uses of both print and non-print materials are organized according to their instructional setting: classroom, small group, career center, independent study, workshop, and training institute. The materials presented indicate that career education has permeated many aspects of the school curriculum, but that instructional units often are not related clearly to stated educational objectives. The report covers both materials for student use and materials for teacher use. (EMH)

ED 127 975

IR 003 941

Crawford, Patricia And Others

The Impact of Violence on Television on Children: A Review of Literature.

North York Board of Education, Willowdale (Ontario).

Pub Date Jan 76

Note—26p.; For a related document see IR 003 942

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Aggression, Behavioral Science Research, *Children, Commercial Television, Content Analysis, *Literature Reviews, *Television, *Television Viewing, Viewing Time, *Violence

Based on a review of relevant literature, a report was prepared which examines the impact of viewing violence on television on the social behavior of the viewer. An introduction discusses a definition of violence and proposes reasons why violence may appeal to viewers. The remainder of the text examines three major research questions: (1) the effects of television violence; (2) viewing patterns of children; and (3) the content of television programs. (EMH)

ED 127 976

IR 003 942

Crawford, Patricia Rapoport, Max

Results of a Survey of Pupils and Teachers Regarding Television.

North York Board of Education, Willowdale (Ontario).

Pub Date Apr 76

Note—61p.; For a related document see IR 003 941

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—After School Activities, Children, Commercial Television, Elementary Education, *Elementary School Students, *Elementary School Teachers, Grade 6, Kindergarten, Media Research, Parent Child Relationship, Socioeconomic Background, Student Attitudes, *Surveys, Teacher Attitudes, *Television, Viewing Time, *Violence

To test the validity of hypotheses regarding television violence and social behavior of viewers, a survey was conducted of a large stratified sample of sixth grade and kindergarten pupils and of teachers. The student survey identified: (1) frequency with which pupils watch television; (2) parental control of television viewing; (3) family activities; (4) reasons for watching television; (5) degree of selectivity of programs; (6) student perception of televised violence; and (7) favorite programs. The survey of teachers identified: (1) the extent to which teachers used television in their classrooms; (2) teacher perceptions of violence on television; (3) teacher views on the impact of television violence; and (4) student behaviors which teachers identified as directly attributable to television violence. Sample questionnaires are included. (EMH)

ED 127 977

IR 003 944

Directory of Local Radio Services for the Blind and Physically Handicapped.

Library of Congress, Washington, D.C. Div. for the Blind and Physically Handicapped.

Pub Date May 76

Note—18p.; Library of Congress Reference/Information Reference Circular; For related documents, see IR 003 943-945

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Blind, *Directories, *Educational Radio, *Physically Handicapped, Programming (Broadcast), *Radio, Visually Handicapped

This reference circular presents information on radio services for the blind and physically handicapped, including a directory of public (non-commercial) radio stations offering reading and information program services to the blind and physically handicapped. The directory lists closed-circuit and main channel program services alphabetically by the state and city. Each listing includes the title and nature of the program, the address and call letters of the station, the location on the dial, and program scheduling. (EMH)

ED 127 978

IR 003 945

Subsidiary Communications Authorization (SCA) Newsletter, Volume 4, Numbers 1-4.

Corporation for Public Broadcasting, Washington, D.C.

Pub Date 76

Note—36p.; For related documents, see IR 003 943-944

Available from—Corporation for Public Broadcasting, 1111 16th Street, N.W. Washington, D.C. 20036

Journal Cit—SCA Newsletter; v4 n1 Feb76; SCAlogram; v4 n2, 3 & 4

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Blind, Conference Reports, Educational Radio, Federal Legislation, *Newsletters, *Physically Handicapped, *Radio, Reading, *Visually Handicapped

Identifiers—Corporation for Public Broadcasting, Federal Communications Commission, *Print Handicapped, *Subsidiary Communications Authorization

This edition includes the February, May, June, and July 1976 issues of the Subsidiary Communications Authorization (SCA) newsletter. The February issue discusses the following news items: (1) Corporation for Public Broadcasting endorsement of print handicapped pilot concept; (2) second radio reading service conference to be held in Minneapolis; (3) radio reading service technical committee meeting; (4) change of Federal Communications Commission rules for non-aural SCA. The remaining issues provide summaries of the highlights of the second national radio reading service conference. (EMH)

ED 127 979

IR 003 946

McKee, Gerald, Ed.

Directory of Spoken-Voice Audio-Cassettes.

Cassette Information Services, Los Angeles, Calif.

Pub Date Aug 76

Note—176p.

Available from—Cassette Information Services, Box 17727, Foy Station, Los Angeles, California 90057 (\$10.00 if prepaid; \$11.00 otherwise; ISBN-0-914624-02-4)

Document Not Available from EDRS.

Descriptors—Adult Education, *Directories, *Magnetic Tape Cassettes, *Phonotape Recordings

Identifiers—Audio Cassettes

This directory lists audio cassettes in a wide variety of subject areas. Listings are restricted to

materials appropriate for adult audiences and not accompanied by slides or films. Listings appear alphabetically according to the producer, with complete listings for each producer's collection. Each entry includes a brief description, length, purchase price, and availability. A producer and subject index is included. (EMH)

ED 127 980 IR 003 947
Georgia Public Library Statistics, 1975.
Georgia State Dept of Education, Atlanta. Div. of Public Library Services.

Pub Date 75
Note—65p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Audiovisual Aids, County Libraries, Directories, Films, Financial Support, Library Circulation, Library Collections, *Library Expenditures, *Public Libraries, Regional Libraries, State Libraries, *Statistical Data, Tables (Data)

Identifiers—*Georgia, Library Services and Construction Act

Statistical data on Georgia public libraries are provided in tables covering regional and large county library systems, audiovisual materials, audiovisual expenditures, analysis of federal funds received, and Title II construction. Data on the services of the state agency are given for technical services, reader services, large group loans, state catalog service, and the state film collection. Library Services and Construction Act Title I programs are included. There are also directories of counties and branches comprising regional library systems. Georgia public libraries are listed both by library name and by location. (LS)

ED 127 981 IR 003 948
Hummel, Roger G.

Library Resources, Staff and Operating Expenditures at Pennsylvania Institutions of Higher Education, 1974-75.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.

Pub Date 76
Note—56p.

Available from—Pennsylvania State Department of Education, Division of Education Statistics, Bureau of Information Systems, Box 911, Harrisburg, Pennsylvania 17126

Journal Cit—Our Colleges and Universities Today; v13 n4 1976

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Audiovisual Aids, *College Libraries, Higher Education, *Library Collections, *Library Expenditures, Microforms, Personnel, Statistical Data, Tables (Data), *University Libraries

Identifiers—*Pennsylvania

Data are tabulated for Pennsylvania academic libraries in three main categories: collections (1974-75), staff salaries (1975-76), and operating expenditures (1974-75). Data on library collections cover number of volumes, microforms, and audiovisual titles. Information on library staff includes number of professional and support staff, and staff status and salaries. Expenditures are tabulated by institutional category and by type of expenditure and institution. (LS)

ED 127 982 IR 003 949
Furlong, Norman, Comp. Platt, Peter, Comp.

Cataloguing Rules for Books and other Media in Primary and Secondary Schools. A Simplified Version of Anglo-American Cataloguing Rules, Together with Rules for Cataloguing Non-book Materials. Fifth (Expanded) Edition.

School Library Association, London (England).

Pub Date 76

Note—12p.

Available from—School Library Association, Victoria House 29-31 George Street, Oxford OX1 2AY, England (ISBN-0-900641-28-2; 50p English money)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Books, *Cataloguing, *School Libraries

Identifiers—Descriptive Cataloging

The School Library Association (London, England) presents a brief and simplified version of the 1967 "Anglo-American Cataloguing Rules" along with cataloguing rules for non-book materials based on the "Non-book Materials: Cataloguing Rules" of 1973. The 33 rules are briefly stated, and short examples are given for main entries, titles, imprint, collation, series note, content note, capitals, and punctuation. Similar rules are

outlined for non-book materials. Sample cards are provided for the classified catalog, alphabetical subject catalog, and simplified entries. (LS)

ED 127 983 IR 003 950

Kilgour, Frederick G.

The Library and Information Science CumIndex.

Pub Date 76

Note—722p.; The Information Access Series, Volume Seven

Available from—R. & D. Press, 885 North San Antonio Road, Los Altos, California 94022 (\$55.00)

Document Not Available from EDRS.

Descriptors—Automatic Indexing, *Indexes (Locators), *Information Science, *Library Science, Permuted Indexes

The "CumIndex" cumulates the back-of-book indexes of 96 English-language works in the field of library and information science and thus provides an in-depth index to important works in the field. The list is the result of a sequence of computer programs which edit, modify, and reorganize index entries from individual books to provide a coherent index to the entire collection. The indexing is arranged in a keyword format. The book also includes instructions for use and complete bibliographic data on the 96 books indexed. (Author/LS)

ED 127 984 IR 003 951

Luehe, Marie

The Status of Women and Ethnic Minorities Employed in the Libraries of the California State University and College System.

Pub Date Dec 74

Note—51p.; Master's Research paper, California State University, Hayward

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*College Libraries, *Ethnic Groups, *Females, *Librarians, Minority Groups, Occupational Mobility, Personnel Policy, Professional Associations, Professional Recognition, Promotion (Occupational), Racial Discrimination, Sex Discrimination, Status, Unions, *University Libraries

Identifiers—*California State Universities and Colleges, CSUC

The status of women and ethnic minorities in the libraries of the California State University and Colleges (CSUC) system was investigated. Questionnaires were administered to a random sample of CSUC librarians in order to discover information about demographic characteristics, entry level, promotions, mobility, unionism, perceptions of a recent personnel plan, and communicating in English. The major findings were that (1) there was some discrimination within the CSUC system, (2) fewer women in the CSUC system were mobile than a previous study indicated, and (3) a slightly larger percentage of men belonged to professional organizations while a slightly larger percentage of women belonged to unions. (Author/LS)

ED 127 985 IR 003 953

Test and Evaluation of Public Service Uses of Cable Television; The NYU-Reading Consortium Progress Report.

New York Univ., N.Y. Reading Consortium.

Spons Agency—National Science Foundation,

Washington, D.C.

Pub Date 1 Sep 76

Grant—NSF-APR-75-14311

Note—109p.; Period covered, May 1975-January 1976; For a related document, see ED 125 548

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Broadcast Reception Equipment, *Cable Television, Communications, Community Programs, *Community Service Programs, Community Services, Consortia, Cooperative Planning, Cost Effectiveness, Data Collection, Delivery Systems, Educational Television, Electronic Equipment, Experimental Programs, Media Research, Production Techniques, Program Evaluation, Programming (Broadcast), *Senior Citizens, *Social Services, Television, Video Equipment

Identifiers—Interactive Cable Television, New York University, Pennsylvania (Reading)

This report describes an interactive cable television system to deliver social services to senior citizens in Reading, Pennsylvania. The first section examines the process through which the interactive system was established. The technological components of the system are described in the second section. This is followed

by a brief review of the programming during the early months of the system's operation. The last two sections describe the design and administration of the survey research and the conceptual framework for examining the community impact. The data collection techniques developed to analyze costs and effectiveness of the system are then discussed. (CH)

ED 127 986 IR 003 954

Winiacki, Roger D.

A Computer-Mediated Instruction System, Applied to Its Own Operating System and Peripheral Equipment.

Pub Date Aug 76

Note—10p.; Paper presented at the Association for the Development of Computer-Based Instructional Systems Summer Conference (Minneapolis, Minnesota, August 10-12, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Autoinstructional Aids, *Computer Assisted Instruction, *Computer Science Education, Higher Education, Individualized Instruction, *Instructional Systems, *Instructional Technology, On Line Systems, Time Sharing

Identifiers—ADCIS 76, BASIC, Resource Sharing Timesharing System

Each semester students in the School of Health Sciences of Hunter College learn how to use a computer, how a computer system operates, and how peripheral equipment can be used. To overcome inadequate computer center services and equipment, programed subject matter and accompanying reference material were developed. The instructional system has a supervisor program, a student record file, and up to twenty instructional programs each consisting of up to nine levels of instruction. Direct use of the error handling facilities and the system (SYS) functions are provided by the BASIC-PLUS language and Resource Sharing Timesharing System. (CH)

ED 127 987 IR 003 955

Metz, T. John, Comp.

Report of the First MIDLNET Symposium on the Role of Local Consortia, State Networks, and Regional Networks in the Emerging National Library Network (Rochester, Michigan, January 6-8, 1976).

Midwest Regional Library Network.

Pub Date 76

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Conference Reports, Financial Support, *Information Networks, Information Services, Interagency Coordination, *Library Networks, Library Role, Library Services, *National Programs, Regional Libraries, Regional Programs, State Libraries, State Programs, Symposia

Identifiers—MIDLNET, Midwest Regional Library Network

An overview of the proceedings covers library networks; network levels (national, regional, state, and local); network roles, activities, and services; legal, organizational, and constituency issues; funding and budgeting; technical issues; and network interrelationships. There are summaries of four major speeches which deal with the national library network, the multi-state component of the national network, state library networks, and local library networks. Another section of the report contains the final statements of four groups working on national, regional, state, and local networks, with minority opinions in some cases. There are also lists of participants and definitions of acronyms. (LS)

ED 127 988 IR 003 957

Elliott, Paul H. Watson, Paul G.

A Research Agenda for the Model Secondary School for the Deaf, TICCTI System.

Model Secondary School for the Deaf, Washington, D.C.

Pub Date Aug 76

Note—9p.; Paper presented at the Association for the Development of Computer-Based Instructional Systems Summer Conference (Minneapolis, Minnesota, August 10-12, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adolescents, *Computer Assisted Instruction, Computer Programs, Computers, Curriculum Development, Data Collection, *Deaf Education, Deaf Research, Demonstration Programs, Experimental Programs, Handicapped Students, *Learning Processes, Research Problems, *Secondary Education,

Secondary Schools, Special Education, Special Schools

Identifiers—ADCIS 76, Learner Controlled Instruction, Model Schools, *TICCIT, Visual Thinking

The Model Secondary School for the Deaf is exploring research areas in which computer-assisted instruction (CAI) plays a major role. Research in the area of learning styles and strategies of deaf adolescents is being aided by CAI data gathering systems. Also under investigation is the use of CAI and visual thinking for deaf adolescents. Curriculum design and development is facilitated by using CAI to determine instructional strategies for various learning tasks. The TICCIT system has been used to provide learner controlled instruction. Many questions concerning the use of the computer for communications are being explored. Finally, questions directly pertaining to the use of computers in instruction are proposed for future research. (CH)

ED 127 989 IR 003 958

Sjogren, Douglas And Others
Studies on the Use of Extramural Videopublished Materials in Continuing Education. Final Report.

Colorado State Univ., Ft. Collins. Dept. of Education.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Aug 76

Grant—NSF-HES-75-19854

Note—97p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Audiovisual Aids, *Engineering Education, Evaluation Criteria, *Experimental Programs, *Extension Education, Instructional Materials, Instructional Media, Post Secondary Education, Professional Continuing Education, *Program Evaluation, Success Factors, Telecommunication, University Extension, *Video Tape Recordings

Identifiers—Colorado State University, Engineering Renewal and Growth, ERG, Videobased Short Courses

The Engineering Renewal and Growth (ERG) program at Colorado State University (CSU) was designed for continuing education of engineers. The program used videotapes and coordinated written materials to deliver instruction to the practicing engineer. Courses were leased to individual students or industries in which students worked. The courses were taken for continuing education units, not regular college credit, and instructional staff at CSU monitored student progress. Program evaluation was conducted by monitoring the program as a whole and assessing evidence on course effectiveness and quality. Issues related to students, faculty, the university, administration, and budgets were examined. Evaluation of the program showed that while the first year of ERG was modest, there was no financial barrier to growth. (CH)

ED 127 990 IR 003 959

Bender, David R., Ed.

Issues in Media Management, 1976.

Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.

Pub Date 76

Note—79p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Childrens Literature, Community Support, Educational Improvement, Educational Resources, Independent Study, Individualized Instruction, Information Dissemination, Information Services, Instructional Media, Instructional Systems, *Instructional Technology, Learning Processes, Library Programs, Library Services, Media Research, *Media Specialists, *Public Relations, School Libraries, Speeches, *Systems Approach

Seven speeches presented during a Maryland in-service program for educators in charge of school media programs deal with public relations and instructional technology. The first presentation emphasizes the need for public awareness of media programs and materials. This is followed by two related articles: a review of basics for an effective public relations program in library media services, and a discussion of how to develop children's interest in literature. Four presentations on instructional technology include two reviews of techniques for systematic instructional planning and development, a systems approach to media programming, and the application

of systems theory to the improvement of education. (CH)

ED 127 991 IR 003 960

Symbols of American Libraries; 11th Edition.

Library of Congress, Washington, D.C. Processing Dept.

Pub Date 76

Note—249p.; Compiled and edited by the Catalog Publication Division

Available from—Cataloging Distribution Service, Library of Congress, Navy Yard Annex, Washington, D.C. 20541 (ISSN-0095-0874; \$3.00)

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—*Abbreviations, Dictionaries, *Directories, *Libraries, Union Catalogs

This dictionary of the abbreviations used to identify libraries in union catalogs, bibliographies, and other works is a master list of symbols used by the Library of Congress plus those developed by other bibliographers. Libraries in the United States and foreign countries and commercial producers of microforms are listed by abbreviation and by name. Each of the 12,129 entries includes the institution's complete mailing address. (KB)

ED 127 992 IR 003 961

Guidelines for Documentation of Computer Programs and Automated Data Systems. (Category: Software; Subcategory: Documentation).

National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.

Report No.—DOC-NBS-FIPS-38

Pub Date 15 Feb 76

Note—53p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (SD Catalog No. C13.52:38; Stock No. 003-003-01580-6; \$1.35)

Journal Cit—Federal Information Processing Standards Publication; Feb 1976

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Computer Programs, *Documentation, Electronic Data Processing, Federal Government, *Guidelines, Information Processing, Standards

These guidelines provide a basis for determining the content and extent of documentation for computer programs and automated data systems. Content descriptions of ten document types plus examples of how management can determine when to use the various types are included. The documents described are (1) functional requirements documents, (2) data requirements documents, (3) system/subsystem specifications, (4) program specifications, (5) data base specifications, (6) users manuals, (7) operations manuals, (8) program maintenance manuals, (9) test plans and (10) test analysis reports. (KB)

ED 127 993 52 IR 003 962

Wolfinger, William H. And Others

Library Services for the Severely-Profoundly Retarded.

Berks County Intermediate Unit 14, Leesport, Pa. Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.; Pennsylvania State Library, Harrisburg.

Pub Date [76]

Note—34p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Audio Equipment, *Audiovisual Aids, Bibliographies, Discographies, Elementary Education, Filmographies, Instructional Materials, *Library Programs, Library Services, Mentally Handicapped, Projection Equipment, *Retarded Children, Sensory Aids

Identifiers—*Hamburg Pennsylvania State School

A group of 30 profoundly retarded children at the Hamburg State School in Hamburg, Pennsylvania attended experimental library classes at the school. At the end of one year the achievement of the experimental and control groups was tested using an adaptation of the Curriculum Assessment Guide of the Pennsylvania Training Model. The experimental group achieved more levels in all four areas tested—auditory, tactile, visual, and communication. In the course of using various materials with the children, librarians compiled a bibliography of materials which evoked a favorable response from fifteen or more children. The bibliography lists and describes successful equipment, material kits, pictures, 16mm films, flannelboards and puppets, records, talking books, tapes, filmstrips, and books. (KB)

ED 127 994

Kordish, Heike

Cost Analysis of Original Cataloging.

Pub Date Jul 76

Note—13p.; Paper presented at the American Library Association Annual Conference (95th, Chicago, Illinois, July 18-24, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cataloging, *Cost Effectiveness, Costs, *Data Collection, Library Administration, Library Research, Research Libraries, Speeches

Identifiers—ALA 76

Important to the cost analysis process is prior consideration and precise description of the scope of the activity and the tasks to be included so that proper methodology can be applied and the data can be collected with consistency and accuracy. The preparatory steps involved in doing a cost study, particularly in the area of cataloging in a large research library, include the definition of the cataloging activity and its subdivision into categories of employee tasks; the determination of the summary cost measures which will be used—average unit cost, cost range, or man hours expended; and the specification of exactly what constitutes the unit of output. Cost analysis may provide significant information to the administrator making decisions about cataloging; but it may not be all the information he needs. (KB)

ED 127 995

Colotzi, Max L.

Utah Public Library Service; an Annual Report, 1975.

Utah State Library Commission, Salt Lake City.

Pub Date Mar 76

Note—33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Annual Reports, Directories, Library Collections, Library Expenditures, Library Services, *Public Libraries, *State Libraries, *Statistical Data

Identifiers—*Utah

The Utah Public Library Service annual report for 1975 includes a financial and statistical report of the State Library Commission. Then for each public library in the state, data are given on staffs, circulation, collections, income, and expenditures. A comparative table for 1973 through 1975 shows total library spending per capita by county. Also included are a directory giving the name, address, phone number, and director of each public library and one listing public library trustees. (PF)

ED 127 996 IR 003 966

Franklin, Hardy R.

Keeping Libraries Open.

Pub Date 19 Jul 76

Note—15p.; Paper presented at the American Library Association Annual Conference (95th, Chicago, Illinois, July 18-24, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Black Community, Branch Libraries, Budgets, *Disadvantaged Groups, *Library Role, Library Services, Negroes, *Public Libraries, Speeches, *Urban Areas

Identifiers—ALA 76

Major social institutions repeatedly reinforce the deprivation of the urban disadvantaged. Libraries, as the "Universities of the People," must commit themselves to the promotion of a better standard of life for all people, especially the poor. A close look at priorities is especially important if libraries are to pursue their mission in a time of financial austerity. A library should be responsive to the needs of its particular community. A possible alternative to closing branch libraries is to provide equality but not uniformity of service in all parts of a city. (KB)

ED 127 997

Franklin, Hardy R.

Where Are We Going?

Pub Date Jul 76

Note—9p.; Paper presented at the American Library Association Annual Conference (95th, Chicago, Illinois, July 18-24, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Black Community, Disadvantaged Groups, *Ethnic Groups, Library Role, *Library Services, Public Libraries, Speeches

Identifiers—ALA 76

Libraries have a special obligation to provide educational opportunity to all segments of the population, especially the disadvantaged and minority groups. Libraries have made some

progress in this mission, but it is important to organize to continue work. Libraries should seek systematic participation of schools in joint programs, encourage the use and development of multiethnic books and work to be more responsive to the needs of ethnic groups in their communities. Libraries are in a unique position to work for and bring about desirable social change. (KB)

ED 127 998

IR 003 968

Progar, Dorothy

Friends' Organizations: The Supportive Element Essential to Libraries.

Pub Date 75

Note—25p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Involvement, *Community Organizations, Financial Support, Guidelines, Publicize, *Public Libraries, Public Relations, *Voluntary Agencies

Identifiers—*Friends of the Library

Reviewed are the history and public relations, financial and service roles of lay "Friends of the Library" groups. Programs and techniques useful in the pursuit of these roles are suggested. Guidelines for a constitution, fee schedule, and administrative structure plus a bibliography give potential friends organizations help in establishing themselves as useful adjuncts to their community library. (KB)

ED 127 999

52

IR 003 969

Miller, Edward A.

Determination of the Administrative and Functional Characteristics of a National Microform Agency. Final Report.

Association of Research Libraries, Washington, D.C.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date May 72

Contract—OEC-0-8-080786-4612(506)

Note—34p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Agencies, Evaluation, Library Associations, *Library Surveys, Microform Readers, *Microforms, National Organizations, Standards, University Libraries

In 1971, 67 persons at 32 libraries and 11 microfilm industries were interviewed to ascertain the acceptability of a permanent national microform agency, to determine the priority functions of such an agency and to specify its organization. It was recommended that the "Office of Micrographic Activities" be established under the administrative control of a research-oriented library association and that its priority functions be to: (1) support the development of library microform standards, (2) develop standards for microform equipment, (3) evaluate microform publications, (4) evaluate microform equipment, (5) provide information and education services, (6) serve as liaison between libraries and the microform industry, (7) serve as ombudsman for individual libraries on microform matters, and (8) encourage research and development. The report includes 15 references. (KB)

ED 128 000

IR 003 970

Prince, Melvin Haas, Diane

The Magazine Medium in Secondary School Education.

Scholastic Research Center, New York, N.Y.

Spons Agency—Magazine Publishers Association, Inc., New York, N.Y.

Pub Date Nov 69

Note—134p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Junior High Schools, *National Surveys, *Periodicals, *Secondary Education, Secondary School Teachers, Use Studies

To investigate the role and future prospects of magazine use in secondary education, a questionnaire was given to junior and senior high school teachers. Some 1,200 of the teachers in 20 out of 44 designated metropolitan areas answered questions about their classroom use of magazines as well as other media. About 70% of all the respondents used magazines in their teaching. Magazines exceeded all other mass media—newspapers, television, films, charts or maps, books, records and tapes—as a teaching supplement. Teachers used the magazines for discussion, encouragement of reading, displays or project resources, homework, individualized work and

free time activities. The kinds of magazines favored were related to the teachers' subject areas. Teachers' conceptions of the ideal magazine were not far afield from the currently available periodicals. (KB)

ED 128 001

IR 003 971

Adler, Peter K.

Estimating Space Requirements for Microfilm Catalogs and CRT Access to Computer Data Bases.

Pub Date Jul 76

Note—10p.; Paper presented at the American Library Association Annual Conference (95th, Chicago, Illinois, July 18-24, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Catalogs, Data Bases, Input Output Devices, Libraries, *Library Facilities, Library Planning, Microfilm, *Microform Readers, Microforms, Public Libraries, Space Utilization, Speeches, University Libraries

Identifiers—ALA 76, Cathode Ray Tubes

While the majority of libraries continue to use cards as their primary medium for public catalogs, microform catalogs are gaining popularity because they are more economical, and some libraries may soon be using cathode ray tube (CRT) terminals for displaying catalog data. No definitive information prescribing the space and equipment needs for using microform or CRT catalogs is available. Experience to date suggests that microfilm and microfiche readers require five square feet of space. The readers have been placed in carrels or on counters in some libraries. The number and placement of electrical outlets and the ambient lighting conditions should be considered in making location decisions. A survey of use activity in a comparable facility can give a library a reasonable estimate of the number of readers needed. (KB)

ED 128 002

IR 003 972

Baldwin, Lionel V.

Creating Educational Opportunities for Engineers with Communication Technologies.

Spons Agency—Alfred P. Sloan Foundation, New York, N.Y.

Pub Date Oct 75

Note—35p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Cable Television, Delivery Systems, *Educational Television, Engineering Education, *Engineers, Higher Education, *Professional Continuing Education, *University Extension, *Video Cassette Systems, Video Tape Recordings

The large number and known career patterns of engineers make them an important target population for the use of videotext technology in programs of continuing professional education. Currently, universities use videobased instruction with engineering students on and off campus. A variety of signal delivery systems are used to link job sites to campuses. Projections of video course enrollment in engineering shows continuing steady growth even with present technology. New developments including videocassettes, videodisc, cable television, satellite distribution, interactive linking of input/receiving stations and computer control of cable delivered systems can accelerate this growth. Expansion could also be facilitated by cooperative development of curricula by engineering colleges, expanded participation of engineering faculty and increased capital investment in video publishing. The report contains a bibliography and a listing of university video based engineering programs. (KB)

ED 128 003

IR 003 973

Dalton, Phyllis I.

Library Service to Florida State Institutions: A Long Range Action Plan.

Spons Agency—Florida Library Association.

Pub Date 75

Note—74p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Financial Support, Institutional Facilities, Institutionalized Persons, *Institution Libraries, *Library Planning, *Library Services, Library Standards, Personnel Needs, State Libraries, *Statewide Planning

Identifiers—*Florida

A study assessed the current status of library services in Florida state-supported institutions in order to establish a long-range plan for the future of those libraries. Through reviews of materials, site visits, and interviews, the services of each

library and their relationship to the community were studied, areas for improvement were identified, and minimum standards for services were established. The long-range plan made recommendations in the areas of funding, consulting services, and organizational development. This report discusses the background of Florida's libraries and details provisions of the long-range plan. The appendixes provide specific observations resulting from the study and list 103 selected references. (EMH)

ED 128 004

95

IR 003 975

Schwen, Thomas M.

Professional Scholarship in Educational Technology: Criteria for Judging Inquiry.

Association for Educational Communications and Technology, Washington, D.C.; Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 76

Contract—NIE-C-74-0027

Note—27p.; ERIC/AVCR Annual Review Paper to appear in "AV Communications Review"

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Educational Research, Educational Researchers, *Educational Technology, *Evaluation Criteria, Hypothesis Testing, *Media Research, Publications, Research Projects, *Scholarly Journals, Standards

An attempt to establish criteria to judge scholarly activities in the field of educational technology focused on skills of inquiry, a process which includes problem definition, hypothesis formation, and hypothesis verification. To be judged adequate such inquiry should be: (1) publicly verifiable; (2) disciplined; (3) generalizable; (4) based on a conceptual structure or theoretical framework; (5) directed towards the extension of knowledge; (6) a demonstration of a comprehensive search; (7) a creative exploration; and (8) sensible. This report describes the need for such criteria, defines each criterion, and explains the implications for adopting the set of criteria. (EMH)

ED 128 005

IR 003 976

Yeager, Robert F.

Using Audio with CAI Lessons: Experiences of the PLATO Elementary Reading Project.

Pub Date Aug 76

Note—7p.; Paper presented at the Association for the Development of Computer-Based Instructional Systems Summer Conference (Minneapolis, Minnesota, August 10-12, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Aural Learning, *Computer Assisted Instruction, Cues, Elementary Education, Grade 1, *Guidelines, Material Development, *Phonotape Recordings, *Reading Instruction

Identifiers—ADCIS 76, *PLATO Elementary Reading Curriculum, Project PERC, Project PLATO

The PLATO Elementary Reading Curriculum (PERC) requires the use of two interactive PLATO terminals in each classroom, and each unit uses a random access audio device which is connected directly to the terminal. Messages from the command unit can direct the audio unit to deliver verbal instructions to the student user at the terminal. The PERC project has developed four simple guidelines for using audio in lessons: (1) keep messages as short as possible; (2) make cues easily identifiable; (3) allow students to interrupt the audio; and (4) provide minimal context to aid understanding. These guidelines have been found effective with six-year-olds. (EMH)

ED 128 006

IR 003 977

Keeler, F. Laurence Rizzo, William A.

An Evaluation of Microfiche Reader Types for Use with Programmed Instruction. Phase I, March 1976-August 1976.

Naval Training Equipment Center, Orlando, Fla.

Training Analysis and Evaluation Group.

Report No.—TAEG-R-35

Pub Date Aug 76

Note—34p.; Focus on the Trained Man series

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adult Education, *Branching, *Equipment Evaluation, Microfiche, *Microform Readers, Military Training, *Programmed Instruction

The first phase of a four-phase study on the effectiveness of microfiche medium for onboard training systems examined a variety of microfiche readers with respect to: (1) ease-of-use; (2) loading and unloading characteristics; and (3) branching to specific microfiche frames. Some 60 Navy recruits performed branching tasks to simulate the branching requirements of programed instruction. Based on equipment evaluations and recruit performances, five indexing methods and four types of readers were rank-ordered. Recruits did not experience difficulty with any of the readers, however, the Realist/Vantage I reader with a grid map index for branching was most highly rated. (EMH)

ED 128 007

IR 003 978

Larsen, Kent S., Ed.

Privacy, a Public Concern: A Resource Document (Proceedings of a Seminar, Washington, D.C., December 1974).

Council of State Governments, Washington, D.C.; Domestic Council, Washington, D.C.

Pub Date Aug 75

Note—188p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$3.20)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Computers, Conference Reports, *Confidentiality, Consumer Protection, Criminals, *Data Bases, Federal State Relationship, Glossaries, Government Employees, *Public Policy, State Legislation

Identifiers—*Privacy

Materials in this resource document were compiled for use in a Washington seminar directed to the interests of state and local government to develop strategies for privacy protection. Included are the texts of issue papers and supporting documents in the following subject areas: (1) criminal justice information; (2) public employee records; (3) state and local government data banks; and (4) consumer privacy interests. Also included are discussions of the cost of implementing privacy legislation and strategies for intergovernmental cooperation. The appendices contain a sketch of the historical background of privacy protection and a glossary of frequently encountered words related to the privacy issue. (EMH)

ED 128 008

IR 003 979

Freisinger, Shelly D.

The Effect of Cartoon-Embellished Programed Textual Instruction on Students' Skill Learning and Affective Learning.

Pub Date Apr 76

Note—11p.; Paper presented at the Association for Educational Communications and Technology Annual Conference (Anaheim, California, March 28-April 2, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cartoons, *College Students, Comparative Analysis, Higher Education, *Intermode Differences, *Media Research, *Programed Instruction

Identifiers—AECT 76

To determine the effects of cartoon-embellished programed text materials on student skill performance and student attitudes towards instruction and subject material, a random sample of 85 students in a course on audiovisual materials were selected as research subjects. Research procedures included: (1) pretest for skills and attitudes; (2) random division into two groups; (3) treatment—one group exposed to an ordinary programed text on tape recorder operation and the other group exposed to a cartoon-embellished text; and (4) posttest on skills and attitudes. No significant differences were observed in any of the criterion measures. (EMH)

ED 128 009

IR 003 980

Larkin, Kathryn Janet

Cable Television in Sedalia, Missouri.

Pub Date May 76

Note—140p.; Master's thesis, Central Missouri State University

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Cable Television, City Government, *City Officials, *City Planning, Masters Theses, Media Specialists, Programing (Broadcast)

Identifiers—Cable Television Franchising, *Missouri (Sedalia)

A field study was conducted of the status of cable television in Sedalia, Missouri. Based on interviews of city council members and staff members of Cablevision, the Sedalia cable franchise holder, the following issues were investigated: (1) subscription rates; (2) franchise negotiations; (3) quality of existing services; and (4) possible additional services. It was concluded that the station should separate from its parent corporation, that a new management plan should be pursued, and that communication between the city council and the staff of the station should be improved. This report describes the background of the study, reviews the methodology employed, and summarizes the results and conclusions. (EMH)

ED 128 010

IR 003 981

New Jersey Blueprint for School Media Programs.

New Jersey State Library, Trenton. Public and School Library Services Bureau.

Pub Date [75]

Note—18p.; Approved by the State of New Jersey Board of Education in 1970

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Audiovisual Centers, *Audiovisual Programs, Elementary Secondary Education, Equipment, *Guidelines, Instructional Materials Centers, Library Collections, Personnel Needs, Rating Scales, School Libraries, Standards, *State Standards

Identifiers—New Jersey

A guidebook was developed to assist New Jersey school districts to evaluate present programs and to suggest long range plans for media services. A checklist of standards is included with items in the following categories: (1) staff; (2) location and space; (3) material collection; and (4) equipment. Specific aspects of media services are enumerated, standards are suggested, and space is provided for on-site personnel to record the present status of their media services. (EMH)

ED 128 011

IR 003 982

Donati, Robert

Survey of Online Access to Social Science Data Bases.

Pub Date 8 Jun 76

Note—21p.; Paper presented at the Special Libraries Association Annual Conference (Denver, Colorado, June 8, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Data Bases, *Information Retrieval, *Information Sources, *On Line Systems, *Social Sciences, Surveys

Identifiers—*Lockheed DIALOG

Until very recently there was little computer access to comprehensive bibliographic data bases in the social sciences. Now online searching of several directly relevant files is made possible through services such as the Lockheed DIALOG system. These data bases are briefly surveyed, with emphasis on content, structure, and strategy appropriate for online interactive searching. Indexes discussed in this paper include Social Science Citation Index, Sociological Abstracts, Psychological Abstracts, Language and Language Behavior Abstracts, Historical Abstracts, Educational Resources Information Center (ERIC), Exceptional Child Education Abstracts, Foundations Directory, Foundations Grant Index, and others. (Author)

ED 128 012

IR 003 983

Zunde, Pranas

Scientific and Technical Information Transfer for Education (STITE). Research Report. Final Report.

Georgia Inst. of Tech., Atlanta. School of Information and Computer Science.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jun 76

Grant—NSF-GN-36114

Note—137p.; For related documents see ED 093 323, 095 867-9 and ED 110 016

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Computer Programs, *Data Bases, Information Centers, Information Needs, Information Retrieval, Information Science, Information Storage, *Information Systems, Information Utilization, Man Machine Systems, Program Descriptions, Program Evaluation, Research Projects, *Science Education, *Sciences, *Technology

Identifiers—*Information Transfer, Scientific Technical Information Transfer for Ed, STITE

Science education can be enhanced by facilitating student interactive access to scientific data bases. The main objective of the Science and Technology Information Transfer for Education (STITE) project was to study man-machine mechanisms for improving the transfer of science information from its present repositories into science learning systems, specifically the design and implementation of an experimental interface system between data bases and student users. This report consists of two main parts: (1) a summary of all the research for the STITE project; and (2) a detailed description of the work performed in the last phase of the project. (EMH)

ED 128 013

IR 003 984

Bright, Franklin F.

Decision Points in Cataloging.

Pub Date Jul 76

Note—16p.; Paper presented at the American Library Association Annual Conference (95th, Chicago, Illinois, July 18-24, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cataloging, Catalogs, Classification, Costs, *Decision Making, Library Expenditures, *Library Planning, Library Standards, Speeches, University Libraries

Identifiers—ALA 76, University of Wisconsin

Libraries are frequently faced with policy decisions which can affect the quality and cost of library services for years to come. This point can be illustrated by citing examples of decisions made at the University of Wisconsin Library in the areas of: (1) conforming to national cataloging standards; (2) producing catalog cards in-house; and (3) pre-catalog searching and cataloging. This paper provides specific examples of decisions made in each of these areas and examines the impact of each decision on the effectiveness and cost of library services. (EMH)

ED 128 014

IR 003 985

Handley, Lee

Automated and Computerized Information Services for Libraries.

Pub Date Jul 76

Note—11p.; Paper presented at the American Library Association Annual Conference (95th, Chicago, Illinois, July 18-24, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Computers, *Library Automation, Library Expenditures, Library Networks, *Public Libraries

Identifiers—ALA 76

Though many of the functions of libraries are analogous to functions performed in the business world, public libraries have been disadvantaged by their reluctance to adopt computer technology. Though costs have previously been prohibitive and lack of uniformity in library processes has made the use of the new technology awkward, recently-developed specialized computers with flexibility to adapt to diverse library situations can economically and efficiently perform library functions. In the future, computer technology will play an increasingly large role in library services. (EMH)

ED 128 015

52

IR 004 041

Hays, Dick W. Hughey, Elizabeth H.

Library Programs Worth Knowing About. Preliminary Edition.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Pub Date Jun 76

Contract—300-75-0402

Note—67p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Adult Basic Education, Catalogs, Disadvantaged Groups, Library Extension, Library Networks, *Library Programs, *Library Services, *Outreach Programs, Public Libraries, State Libraries

Identifiers—Library Services and Construction Act, LSCA

Designed as an annotated guide, this preliminary catalog highlights and describes 30 promising library projects in 10 states that were originally funded under the Library Services and Construction Act. The description of each program includes a one or two paragraph description and information on users, facilities required, financial requirements, and evaluation procedures. Criteria for replication of the project are listed, including staffing and training requirements. A list of ser-

vices offered by the project library and the name and address of a contact person complete the listing. A subject index is included. (PF)

ED 128 016 52 IR 004 042
Penland, Patrick R.

Learning Patterns of Librarian Clients.
Pittsburgh Univ., Pa. Graduate School of Library and Information Sciences.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Pub Date 76
Note—49p.; For a related document see IR 004 023

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Adult Learning, *Independent Study, *Information Seeking, Interviews, Learning Processes, Librarians, Public Libraries, *Use Studies

The educational patterns of individuals who have used library resources in Allegheny County, Pennsylvania for independent learning projects on a continuing basis were studied. The tendency of respondents was to use a combination of all four major types of resources for information and planning: (1) self as resource; (2) non-human resources, such as library materials; (3) another person, such as a librarian; and (4) a group. The findings of this study appeared to have implications for such helping professions as librarianship. The role of the librarian as learning consultant could be developed around the psychology of actual learning patterns rather than developing from the way instructors teach or librarians train laymen in library use. (Author/PF)

ED 128 017 IR 004 043

Trugman, Ronald F.
Individualized Instruction Through Instructional Development.

Pub Date Apr 76

Note—6p.; Paper presented at the Association for Educational Communications and Technology Annual Conference (Anaheim, California, March 28-April 2, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Higher Education, Independent Study, *Individualized Instruction, *Instructional Design, *Multimedia Instruction, *Teaching Methods

Identifiers—AECT 76, Instructional Development, *Instructional Packages

Individualized instructional packages are an approach to learning through independent study, integrated experiences, and multimedia. The implementation of individualized instructional packages into a course should include provision for a general assembly session in which the students become acquainted with the instructor who will later appear on tape, in pictures, or similar media; an independent study session which is supervised by the instructor; and an integrated quiz session to provide effective feedback to the students. Using individualized instructional packages, the instructor may achieve greater teaching flexibility than under the conventional approach to learning. (JY)

ED 128 018 IR 004 044

Williams, B. J. S.
Thesaurus of Micrographic Terms. Third Edition Revised.

Hatfield Polytechnic (England).

Pub Date 76

Note—35p.

Available from—The National Reprographic Centre for Documentation, The Hatfield Polytechnic, Endymion Road Annexe, Hatfield, Hertfordshire AL10 8AU, England (2.00 English pounds; ISBN-0-85267-090-7)

Document Not Available from EDRS.

Descriptors—Data Bases, Information Retrieval, Information Systems, Microforms, *Microreproduction, Reprography, *Thesauri Identifiers—*Micrographics, National Reprographic Centre for documentation

The micrographics terms used by the National Reprographic Centre for documentation (NRCd) to index material which appears in the Reprographics Quarterly and other NCRd information system components are compiled in this thesaurus. The terms are not defined, except to note the meanings of some terms in the context of the NRCd system. Directions for using the thesaurus for searching the NRCd data base are given, with special reference to using the digraph information retrieval system. (JY)

ED 128 019 IR 004 045

Woolfs, Blanche
Audiovisual Materials in Libraries Today.

Pub Date Jul 76

Note—14p.; Paper presented at the American Library Association Annual Conference (95th, Chicago, Illinois, July 18-24, 1976); Slides to accompany presentation may be obtained from the author at the University of Pittsburgh Graduate School of Library and Information Science

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Audiovisual Aids, Instructional Materials Centers, *Library Collections, Library Programs, Public Libraries, School Libraries, Speeches, University Libraries

Identifiers—ALA 76

In a brief review of the use of audiovisual materials in the library, the author uses descriptions of programs in the Pittsburgh, Pennsylvania area to document current developments in public school libraries, regional centers, district centers, and academic libraries. She notes that some centers have equipment and no media and some have media and no equipment, that some librarians are disinterested and some fear audiovisual equipment, but there are a growing number of libraries that have the media, the equipment, and the programs which show potential for the future. (JY)

JC

ED 128 020 JC 760 456

O'Brien, John E.
Community College Capital Analysis Model; A Report to the Washington State Legislature.

Performance Audit Report No. 75-12.
Washington State Legislature, Olympia. Legislative Budget Committee.

Pub Date 16 Oct 75

Note—111p.; Some pages in appendices may reproduce poorly due to small type size

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Budgeting, *Capital Outlay (for Fixed Assets), Community Colleges, Educational Facilities, *Junior Colleges, Measurement Techniques, *Models, *Space Utilization, *State Standards, Statewide Planning

Identifiers—Capital Analysis Model, *Washington

This performance audit was conducted to provide the Legislature with an evaluation of the Capital Analysis Model (CAM) utilized in the development of the Washington State Community College System capital budget request to the Legislature. The CAM is a tool for measuring projected capital facilities needs in relation to current capital facilities, in terms of projected day on-campus enrollments. It is composed of space standards for 11 types of space utilized in the community colleges, based on estimated area requirements for each type of space as well as expected utilization of the space. This report evaluates the CAM in terms of three management functions: the planning function, the operations function, and the management review function. Lack of measurable long-range capital facilities objectives and reliance on short-range enrollment projections are cited as the greatest weaknesses of the planning function. CAM space standards and space utilization standards are compared with actual space utilization and the space and occupancy standards of 21 other states in the operations review. The management review function of the State Board for Community College Education is stated to be limited by the Board's desire to "sell" the CAM as a capital budgeting tool. A summary of recommendations, examples of alternative classroom utilization and seat occupancy rates and potential cost savings, and extensive statistical data for each community college are presented in appendices, as are comments on each recommendation by Washington higher education agencies. (BB)

ED 128 021 JC 760 457

Suchar, Elizabeth W. And Others
ACCT Tuition Review.

Association of Community Coll. Trustees,

Washington, D.C.

Pub Date [76]

Note—25p.

Available from—Association of Community College Trustees, 955 L'Enfant Plaza, S. W., Suite 1406, Washington, D. C. 20024 (\$3.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Community Colleges, Educational Trends, *Junior Colleges, Private Colleges, Statistical Data, *Student Costs, *Tuition

In this review of 1976-77 tuition and fixed student expenses, the Association of Community College Trustees has used data from the National Center for Educational Statistics and the College Entrance Examination Board. Information on average tuition and the high/low range is organized by state using maps, tables, and graphs. Private and public two-year college tuition is compared for resident and non-resident students, and to total student expenses in a variety of post-secondary institutions. Typical budgets for students residing in a variety of situations are presented. The report concludes that costs are up in all segments of higher education, but that phenomenal growth in costs has occurred at public two-year schools. Tuition and fees at public two-year schools have increased by 29% over 1975-76 or 130% since 1970-71. Concurrent with increases in tuition and other student costs is an overall decline of 13.9% in the full-time attendance rate and a 20% drop in attendance for dependent youth from families earning less than \$15,000 per year. The whole concept of the "open door" may be in jeopardy unless the trend toward higher tuition and fees can be resolved. (Author/JDS)

ED 128 022 JC 760 458

Grafe, Gale

The Trustee Profile of 1976.

Association of Community Coll. Trustees,

Washington, D.C.

Pub Date 76

Note—20p.

Available from—Association of Community College Trustees, 955 L'Enfant Plaza, S. W., Suite 1406, Washington, D. C. 20024 (\$3.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Community Colleges, Comparative Analysis, *Demography, *Governance Boards, *Junior Colleges, National Surveys, Socioeconomic Status, *Trustees

Identifiers—Trustee Characteristics

The intent of this study was to determine the characteristics of trustees in Association of Community College Trustees (ACCT) member institutions in 1976. The most recent inventory of college boards of trustees was conducted in 1967 by the Educational Testing Service (ETS), but only 20% of the two-year public and private institutions were included in the study sample. The ETS study found: "In general, trustees are male, in their 50's, white, well educated, and financially well off.... As a group, they personify 'success' in the usual American sense of that word." It was hypothesized that if the community and junior colleges represent the innovation, opportunity, and freedom they espouse, then the characteristics found for the community college trustee should vary from those in the ETS study. Forty-two percent of the 323 ACCT member schools were surveyed and 72% responded. The results of this study show the demographic data reported to be aligned with that determined by the ETS study in 1967: 92% of the trustees were white, 85% were male, 90% were married, 59% earned more than \$20,000 per year, 74% resided in either urban (34%) or suburban (40%) areas, 69% were Protestants, 39% held postsecondary degrees, and only 7% had no children. Tables comparing ETS data to that obtained in this study and the study survey instrument are included. (JDS)

ED 128 023 JC 760 459

Road, William

A Guide and Bibliography for Mid-Managers in Community College Community Service Programs.

Pub Date [76]

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Colleges, *Community Service Programs, *Decision Making, *Junior Colleges, Management, *Models, Needs Assessment, Noncredit Courses, *Program Administration, Program Development, Program Evaluation, Program Planning

The model described in this paper, and the accompanying bibliography, are designed for use by mid-level managers who head small community service programs in community colleges or who have decision-making authority over a sub-unit of large community service programs. This guide is further restricted to managers controlling services

and non-credit courses. The developmental model for community service programs presented in this paper serves as a planning guide for new programs, and as a guide to improvement of existing offerings. It is meant to be flexible, allowing continuous evaluation and evolution of community service programs. Steps in the model include: (1) setting program goals; (2) assessing needs; (3) designing the program; (4) implementing the program; and (5) evaluation. Each step of the model is detailed, in checklist fashion, with specific recommendations. (JDS)

ED 128 024 JC 760 460

Perry-Miller, Mitzi

Why, What and Where To? Title IX, Educational Amendment of 1972.

Pub Date [76]

Note—19p.; Page 8 may reproduce poorly due to print quality

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Legislation, *Federal Legislation, *Females, Personnel Selection, *Post Secondary Education, *Sex Discrimination

Identifiers—Education Amendments 1972 Title IX

Three years after Title IX of the Education Amendments of 1972 became law, the U. S. Department of Health, Education, and Welfare proposed regulations for the implementation of Title IX. This report reviews the implications of these regulations as well as several of the court cases in which discrimination on the basis of sex has been declared unconstitutional. A discussion of problems associated with mandated institutional self-evaluation and advantages and disadvantages of various methods used are included. Effectiveness of such self-studies still requires some time to assess. A brief review of the historical and present situation of women in higher education is presented, and its importance noted as the type of discrimination discussed provided the impetus for adoption of Title IX. However, Title IX represents departure from similar legislation (Titles IV, VI, and VII) in that sex discrimination is prohibited as opposed to specifying females as a specific target group. Women generally, and particularly in higher education, are still discriminated against. Implementation of Title IX regulations depends on the commitment of institutional chief administrators and the aggressiveness of the women charged with monitoring Title IX stipulations. (Author/JDS)

ED 128 025 JC 760 461

Alfred, Richard L. And Others

Profile Characteristics of Entering Students, Fall 1975.

New York City Community Coll., Brooklyn, N.Y.

Pub Date Jul 76

Note—90p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*College Freshmen, College Students, Community Colleges, Comparative Analysis, *Demography, Enrollment Trends, *Junior Colleges, *Junior College Students, Negro Students, *Student Characteristics, Surveys, Urban Population, Urban Schools

Identifiers—Comparative Guidance and Placement Program, New York City Community College

Designed as a profile summary of personal, demographic, intellectual, and motivational characteristics of community college students, this report describes the student population of New York City Community College (NYCCC). The data in this report are predicated on the Biographical Inventory of the Comparative Guidance and Placement Program which was administered to students applying for admission to NYCCC during fall 1975. Approximately 4,498 potential students completed and returned usable inventories. This study had two basic purposes: (1) description and analysis of the characteristics of entry-level students in a multi-campus urban community college, and (2) examination of that population in comparison with a nationwide sample of first-time students enrolled in 100 comprehensive two-year colleges, and in comparison with previous student populations entering NYCCC. A total of 42 student characteristics are described in this report with the data for each measured characteristic reported in an appendix. The socioeconomic backgrounds and career interests of students entering NYCCC clearly differentiate them from students entering four-year

colleges and from those who do not attend college. Because NYCCC's student population is rapidly changing, research on the characteristics of its students should be a continuing effort. (JDS)

ED 128 026 JC 760 462

Delgrosso, G. M., Ed. Allan, G. B., Ed.

College Perspective '75: New Thrusts, New Musts.

Proceedings, Annual International Institute on the Community College (6th, Lambton College, Sarnia, Ontario, June 9-12, 1975).

Lambton Coll. of Applied Arts and Technology, Sarnia (Ontario); Saint Clair County Community Coll., Port Huron, Mich.

Spons Agency—American Association of Community and Junior Colleges, Washington, D.C.; Association of Canadian Community Colleges.

Pub Date [76]

Note—163p.; Pages 91 through 104 of the original document are copyrighted and therefore not available. They are not included in the pagination. They are available separately as ED 100 462

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Adult Education, Community Colleges, *Conference Reports, Democracy, Governance, Human Development, Humanistic Education, *Junior Colleges, Management Information Systems, Public Relations, Staff Improvement

Identifiers—Canada, Community Based Education, Saskatchewan

These conference papers deal with many topics of current interest to community college educators in the United States and Canada. Subjects discussed include: staff development as institutional change; adult education; personhood development in the community college; community-based education priorities and alternative futures; community college development in Saskatchewan; future shapes of governance in community colleges; humanistic education; internal and external public relations in educational institutions; the experiment in participatory democracy at Dawson College, Montreal; and Project ARISTOTLE, a research project to design and implement a computerized data information system for management of training centers. Contributors include: George M. Delgrosso, Terry O'Banion, Alan Thomas, John Roueche, Gunder A. Myran, Lewis Riederer, Richard Richardson, Jr., Jeffrey M. Elliot, Charlie K. Field, Gertrude MacFarlane, and W. E. Sennett and A. E. Jimenez. A list of Institute delegates is appended. (JDS)

ED 128 027 JC 760 463

Andersen, Roger C. Reed, Dale R.

A. C. C. Community Survey.

Allegany Community Coll., Cumberland, Md.

Pub Date Aug 76

Note—79p.; Best copy available

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Community Colleges, *Community Surveys, *Evaluation, Information Needs, Institutional Research, *Junior Colleges, Program Planning, *Public Relations, Research Methodology, *School Community Relationship

A community survey was conducted by Allegany Community College (ACC) in July of 1976 with five objectives in mind: to provide the college Public Relations Office with basic information to assist it in reaching the community; to assist the college in evaluating effects of its promotional efforts in the community; and to try to determine opinion relating to ACC's service to the community; to determine reasons underlying community selection of ACC as a place to continue education; and to assist the college in program planning. The survey was conducted by telephone using work-study students who were trained in the use of the survey instrument. Trial calls were utilized to develop a level of proficiency with the instrument and to reduce the possibility of injecting bias through the interviewer. The population selected was a 4% sample of all residential telephone numbers from the county telephone directory. The percentage of the sample population reached was 3.4%. Thirty separate analyses of each survey question were performed utilizing the number and percent of respondents who answered each item. The data are extensively broken down in this report and narrative analyses for each item are included. The survey instrument, a flow chart of the survey project, and a breakdown of survey results by sex and location are appended. (JDS)

ED 128 028

Cohen, Arthur M.

Will There Be a Community College in the Year 2000? Topical Paper No. 5.

Arizona Univ., Tucson. Coll. of Education.

Pub Date Sep 76

Note—15p.; Topical Paper Series 1976-77

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Organization, College Curriculum, College Teachers, Community Colleges, *Futures (of Society), Governance, *Junior Colleges

In the year 2000, there will be approximately 1,400 community colleges in the United States. This estimate is based on extrapolation of the "saturated" models evident in such states as Florida, Washington, California, Michigan, Illinois, Ohio, and New York, where a campus is within commuting distance of 90-95% of the state's population. Major changes in organizational form are not anticipated, although the most prominent form will be the local institution founded and organized by a local governing board and receiving some state assistance. Employee bargaining units and professionalization of management will remove the last vestiges of paternalism. Although the economy controls the job market, the community college will continue in the field of adult education and will attempt to effect firmer liaisons with proprietary schools. In terms of curricula, short-term, non-sequential, modular courses will gain ground while credit for experience practices will diminish. The current practice of institutions offering similar programs or duplicating services will persist and become an even greater problem. The job of instruction will depart from the present model and more part-timers, para-professionals, and 40-hour-a-week-do-it-all instructors will have their efforts supplemented by a very few full-time faculty. (JDS)

ED 128 029

Tamburello, G. B.

Project ESP: Educational Support Plan for the Aged.

Pub Date 76

Note—276p.; Ed.D. Dissertation, Nova University

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—Adult Basic Education, Adult Education, Community Colleges, Doctoral Theses, *Educational Needs, *Gerontology, *Junior Colleges, Older Adults, Program Design, *Program Development, Retirement, *Senior Citizens

Identifiers—Pensacola Junior College

As the nation's population of persons aged 65 and over increases to 20% of the total population by the end of the twentieth century, and as this group grows in size and political influence, their educational and related needs must be met. Educational support requirements include programs which will improve the individual's potential to lead a more worthwhile and independent life as well as those designed to educate and train manpower for service-rendering functions to the aged. The responsibility for providing these educational services must be shared by school boards, community colleges, and universities, although it appears that the community college is the most flexible comprehensive organization capable of acting in concert with school boards and universities. This dissertation presents a comprehensive plan for educational support services to the aged at Pensacola Junior College in Florida, including: pre-retirement education; continuing education requirements (adult basic education, career education, credit courses, cultural enrichment); manpower training for service to the aged; community service programs; library services; and federal, state, local, and private funding sources. An extensive review of the literature and a bibliography are included. (JDS)

ED 128 030

Goldberg, Gary G.

An Informal Report on Collegiate Successes with "The Adams Chronicles."

Coastline Community Coll., Fountain Valley, Calif.

Pub Date Sep 76

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Credits, *Educational Television, Junior Colleges, *Post Secondary Education, Publicize, *Student Enrollment, *Student Recruitment, *Telecourses

Identifiers—*Adams Chronicles

In the spring of 1976, "The Adams Chronicles", a bicentennial television course developed by Coast Community College District and the University of California at San Diego, was distributed to colleges nationwide at no charge with the understanding that each college would return information regarding promotion, enrollment, and form of offering this course. This report presents some of the recruiting ideas and comments of persons involved in the offering of the course at ten selected colleges. Among the recruiting methods reported were distribution of brochures, advertisement in a course catalog, radio and newspaper advertising, and television promotion. Some of the reporting colleges charged tuition while others did not. Amount of college credit awarded varied from college to college. Also reported are the various schedules for presenting the course using either one or several television stations in the community in which the course was offered. (JDS)

ED 128 031 JC 760 467
Overview of Developmental Studies for Occupational Students: A Sourcebook for Post-Secondary Programs. Research Publication 76-4.

State Univ. of New York, Ithaca. Cornell Inst. for Research and Development in Occupational Education.

Spons Agency—New York State Education Dept., Albany. Office of Occupational and Continuing Education.

Pub Date 31 Jul 76

Grant—VEA-76-2-382

Note—63p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—"Developmental Programs, Diagnostic Tests, Instructional Materials, Junior Colleges, *Post Secondary Education, Program Content, *Program Effectiveness, *Remedial Programs, *Resource Guides, Student Characteristics, Teaching Methods

This publication is intended to be used as a sourcebook and reference by practitioners interested in postsecondary developmental programs, with a particular focus on occupational students. The information presented was derived from a statewide survey of staff members involved in the operation of developmental programs in 51 two-year colleges and 10 Educational Opportunity Centers in New York State (58% responded). Part I, State of the Art, compiles the survey data regarding college and student characteristics, developmental program characteristics, program components, and ratings of program success. Part II, Program Descriptors, describes a composite mythical most successful developmental program, and compares survey responses by the various types of institutions surveyed to the composite profile. Part III, Program Resources, lists recommended resources for reading, writing, study skills, math, and vocational-personal/decision-making programs in regard to desired outcomes, standards of success, strategies/approaches, measurement tools, instructional materials, and modes of instruction, and compiles consensus recommendations for programmatic standards. Part IV, Human Resources, lists respondents willing to serve as contact persons. (BB)

ED 128 032 JC 760 468
Rushing, Joe B.

Changing Role of the Community College President in the Face of New Administrative Pressures.

American Association of Community and Junior Colleges, Washington, D.C.

Spons Agency—Shell Companies Foundation, New York, N.Y.

Pub Date 76

Note—63p.

Available from—AACJC Publications, P. O. Box 298, Alexandria, Virginia 22314 (\$2.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Accountability, *Administrative Problems, *Administrator Role, Collective Bargaining, Community Colleges, Educational Finance, *Futures (of Society), Government Role, Institutional Research, *Junior Colleges, *Presidents, Public Opinion

This paper looks at the job of the community college president in light of new trends and developments affecting administrative leadership. American higher education is entering a new era in which the community college president may expect intensified pressures in the areas of

finance, governance, public confidence, employees' search for security, and governmental control brought about largely by a changing student market. Presidents will face a difficult task in satisfactorily answering the public's questions regarding the value of a college education. Institutional research must become an integral part of the community college in order to present the facts pertinent to the success of the community college. Economic problems, which may affect the "open door" philosophy, must be resolved, and presidential judgment will be required in this regard. As the collective bargaining movement grows, presidents must be prepared to cope with the pressures it implies in all areas of administration. Community college presidents can expect increased levels of governmental regulation, coordination, centralization, and control, with a concomitant increase in emphasis on governmental relations. Their role of influencing policy for educational enactments will also expand. No simple solutions can be equally successfully applied to every community college problem although some actions are suggested herein. (JDS)

ED 128 033 JC 760 469
Nelson, Blaine W. Reyes, Robert

Student-Faculty Personality Styles and Their Impact Upon Student Achievement.

Pub Date 9 Sep 76

Note—76p.; Ed.D. Practicum, Nova University

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—"Academic Achievement, Community Colleges, *Dogmatism, *Junior Colleges, *Personality Assessment, Personality Tests, Student Characteristics, *Student Teacher Relationship, Teacher Characteristics Identifiers—Rokeach Dogmatism Scale

This paper reports the results of a study conducted to determine whether a congruence between student and instructor of dogmatic personality styles, as measured by a 50-item closed-ended questionnaire that included a short-form version of Rokeach's Dogmatism Scale, affected the student's level of achievement. Subjects were five instructors and their 227 students at El Paso Community College (Texas). Among the findings of the study were: (1) the study sample was highly representative of the total college population; (2) the short-form Rokeach D Scale proved to be sound; (3) the overall personalities of the college's students reflected broad variations in their dogmatic component; (4) the findings regarding dogmatism and selected study variables supported the literature in direction but not in intensity; and (5) the congruence of dogmatic personality styles between student and instructor does have an appreciable and positive effect upon the student's level of achievement. Conclusions may suggest matching psychologically compatible students and instructors; however, constantly changing populations prevent efficacy of such action. Instead, judicious use of D Scale scores can allow instructors to individualize instruction in an informed manner. An extensive bibliography is included and the study instrument and related material are appended. (Author/JDS)

ED 128 034 JC 760 470
Clampitt, Joyce A. Bender, Louis W.

Affirmative Action—The State Level Scene: A Study of Positions Responsible for Affirmative Action in State Level Agencies for Community Colleges.

North Carolina State Dept. of Community Colleges, Raleigh.; State and Regional Higher Education Center, Florida.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date Aug 76

Note—48p.

Available from—State and Regional Higher Education Center, Florida State University, Tallahassee, Florida 32306 (\$3.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—"Affirmative Action, Community Colleges, Coordinators, Federal State Relationship, Job Analysis, *Junior Colleges, National Surveys, *State Agencies, *State Officials

This document reports the results of a 1976 survey of state level agencies for community colleges. The purpose of the study was to (1) determine which state community college agencies have staff positions responsible for equal employment/affirmative action; and (2) to identify the nature, role, and responsibilities of the position. Forty states were surveyed; 87.5% responded.

Results of the survey indicate that 26 state community college agencies have a position responsible for equal opportunity/affirmative action, although in 17 of the 26 states, the positions are also responsible for other administrative areas. Establishment of the position resulted from legislative mandate in 5 states, direction of the agency head in 15 states, federal action in 4 states, and executive order in 2 states. From the survey data, a profile of incumbents in these positions is presented and, although the nature, role and responsibilities of the position vary widely from state to state, the incumbents are categorized as coordinators, administrators, consultants, liaison agents, monitors, and/or facilitators. A brief introduction defines the legislative, judicial, and historical bases of affirmative action in higher education and state-level involvement in affirmative action/equal opportunity. (JDS)

ED 128 035 JC 760 472
Miller, Richard H. And Others

Transfer Manual: How to Transfer to a Four-Year College.

Montgomery Coll., Rockville, Md.

Pub Date 76

Note—99p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Community Colleges, Higher Education, *Junior Colleges, *Junior College Students, *Manuals, Resource Guides, Student Financial Aid, *Transfer Programs, *Transfer Students

This manual is designed to aid Montgomery Community College students who wish to transfer or who are considering transfer to four-year colleges or universities. It provides assistance to students in planning a four-year program through a general discussion of transfer and a detailed presentation of transfer procedures. Study abroad is briefly outlined. Information regarding general and specialized accreditation is provided followed by a list of useful transfer reference books, manuals, and directories. Available types of financial aid are extensively reviewed, including federal grants, state and professional school scholarships, federal and state loan programs, college work-study, and NROTC scholarships. The remainder of the manual provides transfer information and Quick Reference Transfer Fact Sheets for 27 colleges and universities in Maryland, Virginia, and the District of Columbia. Major programs, general education requirements, and admissions procedures for these institutions are listed. (JDS)

ED 128 036 JC 760 473
Reed, Jim F. Cox, Jeannene

The Research and Development of a Post-Secondary Follow-up Management Information System for Texas (Project FOLLOW-UP).

Pub Date May 76

Note—19p.; Paper presented at the Annual Forum of the Association for Institutional Research (Los Angeles, California, May 3-6, 1976); For related documents, see JC 474-483 and ED 118 164

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Colleges, Educational Assessment, *Followup Studies, *Junior Colleges, *Management Information Systems, Program Development, *Research Projects, State Programs

Identifiers—"Project FOLLOW UP, Texas

This paper reports an overview of Project FOLLOW-UP, whose purpose was to develop, test, and validate a statewide management information system for follow-up of Texas public junior and community college students. The system designed is for use by machine or manual processing and is thus useful to small and large institutions while interfacing with present state reporting systems and extant Texas community college follow-up systems. It is flexible so that a college can adapt the system to its unique needs in order to obtain consistent information for use in local planning and evaluation. Elements of the system, which can be utilized individually or in combination, include: (1) Student's Educational Intent, (2) Withdrawal Follow-up, (3) Nonreturning Student Follow-up, (4) Graduate Follow-up, (5) Employer Follow-up, (6) Adult and Continuing Education Follow-up, and (7) State Follow-up Reporting. Among the characteristics of the system are pre-tested procedures and instruments for data collection, flexibility, provision of a mechanism for system evaluation, and structure

around the concept of an educational management information system. A statewide Delphi technique study was utilized to obtain consensus on needed system characteristics. Procedures of the Delphi study are described, and the system brochure is appended. (JDS)

ED 128 037 JC 760 474
TEX-SIS FOLLOW-UP: Student Follow-up Management Information System. Activities Manual.

Tarrant County Junior Coll. District, Ft. Worth, Tex.

Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.

Pub Date Aug 76

Note—89p.; For related documents, see JC 760 473-483; For a previous project study see ED 118 164. Copies of survey instruments intended as masters for reproduction may not be adequate in EDRS hard copy to serve this purpose.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Community Colleges, *Educational Assessment, *Followup Studies, Institutional Research, *Junior Colleges, *Management Information Systems, Manuals, Program Descriptions, Program Development, *Questionnaires, State Programs

Identifiers—*Project FOLLOW UP, Student Follow-up Management Information System, Texas, TEX SIS FOLLOW UP

Project FOLLOW-UP was conducted to develop, test, and validate a statewide management information system for follow-up of Texas public junior and community college students. This activities manual provides an overview of the resultant student information system (TEX-SIS) and its characteristics. Seven subsystems comprise SIS, each with its own data collection instruments and method of processing: (1) Student's Educational Intent, (2) Nonreturning Student Follow-up, (3) Withdrawal Follow-up, (4) Graduate Follow-up, (5) Employer Follow-up, (6) Adult and Continuing Education Follow-up, and (7) State Follow-up Reporting. The bulk of this manual is comprised of sections for each subsystem of SIS, describing in detail the scope and purpose of the subsystem, appropriate population, instrument development rationale, and a sample instrument. Copies of survey instruments intended as masters for reproduction are appended, but EDRS hard copy reproductions of the instruments may not successfully serve this purpose. This manual is intended for use in conjunction with the TEX-SIS FOLLOW-UP Procedures Manual (JC 760 475) and Data Processing Manual (JC 760 476). (JDS)

ED 128 038 JC 760 475
TEX-SIS FOLLOW-UP: Student Follow-up Management Information System. Procedures Manual.

Tarrant County Junior Coll. District, Ft. Worth, Tex.

Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.

Pub Date Aug 76

Note—149p.; For related documents, see JC 760 473-483; For a previous project study see ED 118 164

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Community Colleges, *Data Collection, Educational Assessment, *Followup Studies, Institutional Research, *Junior Colleges, *Management Information Systems, Manuals, Questionnaires, *Research Methodology, State Programs

Identifiers—*Project FOLLOW UP, Student Follow-up Management Information System, Texas, TEX SIS FOLLOW UP

Project FOLLOW-UP was conducted to develop, test, and validate a statewide management information system for follow-up of Texas public junior and community college students. The results of this project was a student information system (TEX-SIS) consisting of seven subsystems: (1) Student's Educational Intent, (2) Nonreturning Student Follow-up, (3) Withdrawal Follow-up, (4) Graduate Follow-up, (5) Employer Follow-up, (6) Adult and Continuing Education Follow-up, and (7) State Follow-up Reporting. The bulk of this manual is comprised of sections for each subsystem of SIS, describing in detail the type of information collected by each

SIS instrument, procedures for data collection, preparation and special coding of data, processing the data, report format and reporting, and survey evaluation. Sample survey evaluation and reporting forms are included. A final section makes suggestions concerning an appropriate schedule for implementation of the seven types of follow-up studies over a 10 year cycle. This manual is intended for use in conjunction with the TEX-SIS FOLLOW-UP Activities Manual (JC 760 474) and Data Processing Manual (JC 760 476). (JDS)

ED 128 039 JC 760 476
TEX-SIS FOLLOW-UP: Student Follow-up Management Information System. Data Processing Manual.

Tarrant County Junior Coll. District, Ft. Worth, Tex.

Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.

Pub Date Aug 76

Note—247p.; For related documents, see JC 760 473-483; For a previous project study see ED 118 164

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Community Colleges, *Computers, Data Analysis, Educational Assessment, *Electronic Data Processing, *Followup Studies, Institutional Research, *Junior Colleges, *Management Information Systems

Identifiers—*Project FOLLOW UP, Student Follow-up Management Information System, Texas, TEX SIS FOLLOW UP

Project FOLLOW-UP was conducted to develop, test, and validate a statewide management information system for follow-up of Texas public junior and community college students. The result of this project was a student information system (TEX-SIS) consisting of seven subsystems: (1) Student's Educational Intent, (2) Nonreturning Student Follow-up, (3) Withdrawal Follow-up, (4) Graduate Follow-up, (5) Employer Follow-up, (6) Adult and Continuing Education Follow-up, and (7) State Follow-up Reporting. This Data Processing Manual documents the rationale, organization and operation associated with the Student Follow-up Management Information System from a data processing perspective. The documentation, organized into five sub-manuals on specific areas of TEX-SIS data processing, is presented on two fundamental technical levels, one for the administrator having limited expertise in data processing, and another for technical practitioners having responsibility for actual data processing tasks. The five sub-manuals are: Data Processing—General Information, Computer-Generated Analysis Reports, Data Encoding/Translation, Computer Processor Flowcharts, and Computer Processor/Program Listings. Numerous samples of computer-generated analysis reports are included. This manual is intended for use in conjunction with the TEX-SIS FOLLOW-UP Activities Manual (JC 760 474) and Procedures Manual (JC 760 475). (JDS)

ED 128 040 JC 760 477
Carrier, Jerry E.

Exit Interviews: An Analysis of Orientation and Exit Interviews as an Answer to Follow-up Apathy. TEX-SIS FOLLOW-UP SC1.

Alvin Community Coll., Tex.

Spons Agency—Tarrant County Junior Coll. District, Ft. Worth, Tex.; Texas Education Agency, Austin. Div. of Occupational Research and Development.

Report No—SC1

Pub Date Aug 76

Note—58p.; For related documents, see JC 760 473-483

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Community Colleges, Data Collection, Dropouts, *Followup Studies, Graduate Surveys, Institutional Research, Interviews, *Junior Colleges, *Orientation, Questionnaires, *Student Reaction, Withdrawal

Identifiers—*Exit Interviews, *Project FOLLOW UP, Student Follow-up Management Information System, Texas, TEX SIS FOLLOW UP

This report presents the findings of a research study conducted by Alvin Community College (ACC) as a subcontractor for Project FOLLOW-UP, which analyzed orientation and exit interview effects and their relationship to follow-up research on selected withdrawing and graduating

students at ACC. Subjects of the study were 595 ACC students, 257 males and 338 females. Follow-up questionnaires were formulated using standard developmental techniques. Graduating and withdrawing students were exit interviewed by staff personnel and some received an orientation to future follow-up questionnaires. In addition, a sample of the study subjects received the treatment by telephone rather than in person. It was found that graduating and withdrawing students who were exit interviewed and oriented to future follow-up questionnaires were much more likely to subsequently respond to follow-up questionnaires than students receiving exit interviews and no orientation. It was recommended that exit interviews with orientation to future follow-up contact are worthwhile institutional investments and that questionnaire-type follow-up programs should be conducted to provide current feedback from nonreturning students. Such information can enhance student retention. Questionnaires, related materials, and a bibliography are appended. (JDS)

ED 128 041 JC 760 478
Patterson, Larry K.

Graduate Employer Follow Up. TEX-SIS FOLLOW-UP SC2.

Amarillo Coll., Tex.

Spons Agency—Tarrant County Junior Coll. District, Ft. Worth, Tex.; Texas Education Agency, Austin. Div. of Occupational Research and Development.

Report No—SC2

Pub Date Aug 76

Note—98p.; For related documents, see JC 760 473-483; Pages 74 through 86 of the original document may reproduce poorly due to small size of type

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Community Colleges, *Data Collection, *Employer Attitudes, Evaluation Methods, *Followup Studies, Graduate Surveys, Institutional Research, Interviews, *Junior Colleges, Questionnaires, *Research Methodology, Surveys

Identifiers—*Project FOLLOW UP, Student Follow-up Management Information System, Texas, TEX SIS FOLLOW UP

This report details the development and implementation of an employer follow-up system, by Amarillo College (AC) as a subcontractor for Project FOLLOW-UP, designed to determine employer assessment of the effectiveness of training received by AC graduates in their employ. The study was conducted in two sequences; in each, employer names and addresses were obtained through graduate follow-up surveys. In the first sequence, an interview instrument was designed and personal interviews were conducted with employers of 1974 graduates. In the second sequence, questionnaires were mailed to employers of 1975 graduates. The initial mailing, a reminder letter three weeks later, and a second questionnaire mailing the following week resulted in a 91% employer response rate. Findings and conclusions of the study indicate that employer follow-up can be a valuable tool for developing an accountability model and may provide necessary reporting documentation data. Employer follow-up studies should utilize mail-out questionnaires designed for computer analysis, rather than the costly and time-consuming personal interview technique. Appended are numerous computer-generated data analyses, the graduate and employer survey instruments used in the study, and related study materials. (JDS)

ED 128 042 JC 760 479
Wilkinson, Larry And Others

Representative Sampling: Follow-up of Spring 1972 and Spring 1973 Students. TEX-SIS FOLLOW-UP SC3.

College of the Mainland, Texas City, Tex.

Spons Agency—Tarrant County Junior Coll. District, Ft. Worth, Tex.; Texas Education Agency, Austin. Div. of Occupational Research and Development.

Report No—SC3

Pub Date Aug 76

Note—139p.; For related documents, see JC 760 473-483

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Community Colleges, *Followup Studies, Institutional Research, *Junior Colleges, Questionnaires, Research Design, *Research Methodology, *Sampling, Statistical Analysis, *Statistical Bias, Surveys

Identifiers—*Non Response Bias, *Project FOLLOW UP, Student Followup Management Information System, TEX SIS FOLLOW UP

This report presents the findings of a research study, conducted by the College of the Mainland (COM) as a subcontractor for Project FOLLOW-UP, designed to test the accuracy of random sampling and to measure non-response bias in mail surveys. In 1975, a computer-generated random sample of 500 students was drawn from a population of 1,256 students who had attended COM in the spring of 1972. A 48% response to a follow-up survey of the sample was achieved. A random subsample of 70 non-respondents was drawn and interviews were conducted with 56 who could be located as a validity check. A similar survey of spring 1973 students conducted in 1976 resulted in a 42% response rate and a random subsample of 78 non-respondents was drawn for interviewing. The total samples and total populations showed no significant differences on variables of age, sex, and GPA in either year. However, significant differences between mail-respondents and the total sample were found in terms of age and GPA (grade point average) but not sex in the first year, and in terms of GPA in the second year. Consistent differences were also found between mail-respondents and total populations and between the mail-respondents and interview samples. Sampling methods are reviewed, and causes and implications of non-response bias are discussed. Alternative bias correction methods are suggested. Study materials, survey instruments, and resultant data are appended. (JDS)

ED 128 043 JC 760 480

Fite, Ronald S.

Follow-up Methodology: A Comprehensive Study and Evaluation of Academic, Technical and Vocational Del Mar College Graduates from September 1, 1973, Through August 31, 1975, Including Ways, Means, Instruments, Relationships, and Methods of Follow-up. TEX-SIS FOLLOW-UP SC4.

Del Mar Coll., Corpus Christi, Tex.

Spons Agency—Tarrant County Junior Coll. District, Ft. Worth, Tex.; Texas Education Agency, Austin, Div. of Occupational Research and Development.

Report No.—SC4

Pub Date Aug 76

Note—57p.; For related documents, see JC 760 473-483

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Advisory Committees, Community Colleges, *Followup Studies, *Graduate Surveys, Institutional Research, *Junior Colleges, Management Information Systems, *Models, Questionnaires, Recordkeeping, *Research Methodology

Identifiers—Exit Interviews, *Project FOLLOW UP, Student Followup Management Information System, TEX SIS FOLLOW UP

This report details the research activities conducted by Del Mar College, as a subcontractor of Project FOLLOW-UP, in the design, development, and implementation of a graduate follow-up system. The activities included questionnaire design, development of manual and computerized record-keeping systems, student-graduate identification, and establishment of contact procedures. An advisory committee was formed to guide the general organization and design of the system. Three types of questionnaires were tested: a 28-question booklet, a one-page 21-item fill-in-the-blank questionnaire, and a 13-item computer-generated form. Response rates were found to be similar for all. Two hundred eighty-eight 1975 graduates were exit interviewed by telephone (83) or personally (205) to test the impact of exit interviewing on the response rate to mailed questionnaires; although this seemed time-consuming and nonproductive overall, as much as a 20% increase in response rate was noted for some groups. Problem areas in the study included questionnaire design, postage expense, identification of certain types of students, and maintenance of voluminous information. It is recommended that random sampling, computerized information management, and bulk mailing be used in the future to reduce cost. Questionnaires, response rate tables, and related materials are appended. (JDS)

ED 128 044 JC 760 481

Baugh, Ronald C.

Follow-up Cost Study. TEX-SIS FOLLOW-UP SC5.

Navarro Coll., Corsicana, Tex.

Spons Agency—Tarrant County Junior Coll. District, Ft. Worth, Tex.; Texas Education Agency, Austin, Div. of Occupational Research and Development.

Report No.—SC5

Pub Date Aug 76

Note—24p.; For related documents, see JC 760 473-483

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Colleges, Cost Effectiveness, *Costs, *Followup Studies, Institutional Research, *Junior Colleges, Management Information Systems, *Research Methodology, Unit Costs

Identifiers—*Project FOLLOW UP, Student Followup Management Information System, Texas, TEX SIS FOLLOW UP

This report presents data on the costs of follow-up studies, based on 29 separate follow-up studies conducted by eight public community/junior colleges in Texas. The purpose of this study, conducted by Navarro College as a subcontractor of Project FOLLOW-UP, was to provide data and information regarding the cost of follow-up studies that would be of use to other institutions and planning agencies. Three types of studies were examined: in-house surveys, mail out surveys, and personal interview surveys. Several variables were considered, including: administrative salaries and benefits, printing costs, computer expense, supply expense, travel expense, and telephone expense. Costs associated with each type of study per attempted contact and per response by the method of processing used are included in an appendix. Among the recommendations in this report is a formula for funding of follow-up studies. The data presented here are not absolute, final data by which follow-up study cost effectiveness can be measured. It is hoped that this information will nevertheless be useful to institutions wishing to examine study costs. (JDS)

ED 128 045 JC 760 482

Lewis, Rayford T.

Graduate Follow-up. TEX-SIS FOLLOW-UP SC6.

San Antonio Coll., Tex.

Spons Agency—Tarrant County Junior Coll. District, Ft. Worth, Tex.; Texas Education Agency, Austin, Div. of Occupational Research and Development.

Report No.—SC6

Pub Date Aug 76

Note—148p.; For related documents, see JC 760 473-483; Some tables may reproduce poorly due to type size

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Community Colleges, *Followup Studies, *Graduate Surveys, Information Dissemination, Institutional Research, *Junior Colleges, Management Information Systems, *Models, Questionnaires, *Research Methodology, Scheduling

Identifiers—*Project FOLLOW UP, Statistical Package for the Social Sciences, Student Followup Management Information System, TEX SIS FOLLOW UP

This report details the research activities conducted by San Antonio College (SAC) as a subcontractor of Project FOLLOW-UP, in the design, development, and implementation of a graduate follow-up system. Numerous information gathering techniques, including personal interviews and follow-up questionnaires, were attempted. Four different groups of graduates were studied to generate follow-up information as well as to provide data regarding the efficacy of various data collection techniques. SAC found that a follow-up schedule that included an initial mailing of a cover letter and a questionnaire, followed by a reminder postcard, a second cover letter and questionnaire, and a final strongly worded cover letter and questionnaire, each at ten-day intervals, was an effective means of conducting a graduate follow-up study. Response rates for the four separate groups studied ranged from 57.9% to 82%. Local computer programs and the Statistical Package for the Social Sciences (SPSS) both were used in SAC's data analysis and this combination is recommended for use at other colleges. Recommendations for follow-up study design, study related data and materials, and the survey instrument are appended. (JDS)

ED 128 046 JC 760 483

Hood, Duane

Educational Goals and Student Flow: Model for Institutional Student Flow and Follow-up. TEX-SIS FOLLOW-UP SC7.

Western Texas Coll., Snyder, Tex.

Spons Agency—Tarrant County Junior Coll. District, Ft. Worth, Tex.; Texas Education Agency, Austin, Div. of Occupational Research and Development.

Report No.—SC7

Pub Date Aug 76

Note—72p.; For related documents, see JC 760 473-482

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Academic Aspiration, Community Colleges, Data Bases, *Educational Objectives, *Followup Studies, Institutional Research, *Junior Colleges, Junior College Students, *Persistence, *Research Methodology, Withdrawal

Identifiers—*Project FOLLOW UP, *Student Flow, Student Followup Management Information System, Texas, TEX SIS FOLLOW UP

This report details the development and implementation of a follow-up system, by Western Texas Community College (WTCC) as a subcontractor for Project FOLLOW-UP, relating student flow patterns to educational goals. Phase I of this project involved establishment of a data base which included elements designed to reveal an adequate picture of student flow as related to educational goals and outcomes. Data elements included were: semester and year, major, educational goal, method of goal achievement, on-campus or extension enrollment, ethnic origin, age at admission, residence code, sex, and mode of original admission. A Student Educational Intent Card, developed by Project FOLLOW-UP, was used to obtain information for the data base. Phase II activities included: follow-up of all graduates of WTCC since its inception; follow-up of all nonreturning students who attended WTCC during specified periods; follow-up of all employers of WTCC technical or vocational graduates; and research on student flow of all graduates based on mode of admission. Findings of the Phase II surveys are analyzed in terms of student flow and goal completion. Twelve student flow charts, instrumentation for the project, and sample forms utilized are appended. (JDS)

ED 128 047 JC 760 484

McFarlane, W. H. Davis, J. A.

A Community Looks at Its College, 1970-1980. Accountability at College of the Mainland; A Report on External Evaluation.

College Associates, Inc., Austin, Tex.

Spons Agency—College of the Mainland, Texas City, Tex.

Pub Date Jul 76

Note—78p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Community Attitudes, Community Characteristics, Community Colleges, *Community Study, *Community Surveys, Demography, *Educational Interest, *Junior Colleges, School Community Relationship

Identifiers—College of the Mainland, Texas (Galveston County)

This external evaluation report is based on the results of a household survey in which representatives of 1,800 scientifically selected sample households in the Galveston County service area of the College of the Mainland were interviewed. The survey intended to measure how the college was viewed by the community and to assess the extent and nature of the "market" potential in that community. Findings of the survey are presented in four categories: the college and the community (demographics), community awareness, community attitudes, and educational aspirations. In general, the survey confirmed that the college was serving its constituents effectively. However, there were mixed perceptions of accessibility. Although attitudes were generally positive, there was a feeling that program quality could be improved, particularly in the transfer area. There was a high level of awareness of the college's presence and community residents looked to the college as a resource and as an agency which should take the lead in providing additional, sometimes innovative, educational programs and services. The potential market in the college's service area was determined to consist of 31.2% of the total service area population. Detailed narrative analyses of tabulated survey data comprise the bulk of the report. Recommendations and suggestions for further study by the college are included. (JDS)

ED 128 048 95 JC 760 485

Brauer, Florence B.

Satisfaction and Humanities Instructors in Two-Year Colleges. Topical Paper No. 56.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information. Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Pub Date Oct 76. Note—46p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
 Descriptors—*College Faculty, Community Colleges, Humanities, *Job Satisfaction, *Junior Colleges, National Surveys, Personality Studies, *Teacher Characteristics

This paper reports the results of a study designed to answer questions regarding job satisfaction among two-year college faculty and its relationship to common demographic variables. Respondents to a nationwide survey of 1,493 humanities faculty and 505 non-humanities faculty in 156 two-year colleges were grouped into high, medium, or low satisfaction groups, based on responses to certain questionnaire items which allowed construction of a Satisfaction Index. Among the findings of the study with regard to humanities faculty were: (1) ethnicity and satisfaction seem unrelated, although age is related; (2) sex has little bearing on degree of satisfaction; (3) very little difference exists between full- and part-time faculty relative to satisfaction; and (4) more members of high satisfaction groups are found in public colleges, fewer in private institutions. Study findings with regard to non-humanities faculty are also reported and discussed. It is suggested that the construct of satisfaction is a function of the person (personality correlate) as much or perhaps to a greater degree than it is a reaction to the work place (situational response). A review of the literature on job satisfaction and a bibliography are included. (Author/JDS)

ED 128 049 95 JC 760 486

Braver, Florence B.

Functional Potential: A New Approach to Viewing Faculty. Topical Paper No. 57.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information. Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Pub Date Oct 76. Note—48p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
 Descriptors—*College Faculty, Community Colleges, Humanities, *Junior Colleges, National Surveys, *Personality Studies, Personality Theories, Psychometrics, *Teacher Characteristics

Identifiers—*Functional Potential

This paper reports the results of a study of two-year college faculty relative to Functional Potential (FP), a personality variable forming the core of a model of the person, which describes the degree to which a person is able to tolerate ambiguity, delay gratification, exhibit adaptive flexibility, demonstrate goal directedness, relate to self and others, and have a clear sense of personal identity. Subjects of the study were 1,493 two-year college humanities faculty, representing a nationwide sample. Based on responses to specific survey items, respondents were assigned to either high, medium, or low FP groups. Results showed that more people in the high FP group tend to become involved in activities, are more concerned about students and faculty, and are more related. Statistically significant associations were found between the FP groups and Research Orientation, Curriculum/Instruction, University as a Reference Group, Preference for Further Preparation, Concern for Students, and Concern for the Humanities. For a control group of 505 non-humanities faculty, significant associations pertain to FP and Satisfaction, Research Orientation, Curriculum/Instruction, Concern for Students, and Concern for the Humanities. Because of notable differences between high and low FP groups in certain areas, it is felt that the hypothesis of FP as a basic and almost pervasive personality dimension holds clearly. (Author/JDS)

ED 128 050 JC 760 487

Gell, Robert L. And Others

The Employers III: A Survey of Employers Who Have Hired Career Program Graduates of Montgomery Community College.

Montgomery Coll., Rockville, Md. Office of Institutional Research. Pub Date 76. Note—43p.; For the previous reports in this series see ED 097 927 and 112 997.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Associate Degrees, Community Colleges, *Employer Attitudes, Employment Qualifications, Followup Studies, Job Skills, *Junior Colleges, Promotion (Occupational), *Vocational Education, *Vocational Followup Identifiers—Montgomery College

As part of a student follow-up system, a survey was conducted of employers of 1975 career program graduates of Montgomery Community College (MCC). The survey was designed to elicit responses in three major areas: the value of an associate degree in the working world, an evaluation of job preparation given to MCC graduates, and suggestions for improvements in individual curricula. Of 339 graduates, 263 were working and 71% gave permission for their employer to be contacted. Sixty-five percent of the employers surveyed responded, including private firms, federal and local government agencies, hospitals, and medical/dental offices. While two-thirds of the employees employed other two-year college graduates, half gave no hiring preference to associate degree holders. However, over half stated that an associate degree increased chance of promotion and upgraded an employee's position in terms of job tasks and responsibilities. Job preparation was viewed as adequate to more than adequate by a majority of employers. More than 90% of the respondents stated they would hire another MCC graduate with the same degree. Study recommendations focus on the apparent lack of recognition by employers of the associate degree as a certification of a specific skill level. Data are tabulated, and the survey instrument is appended. (JDS)

ED 128 051 JC 760 488

White, John Franklin And Others

Academic Tenure: A Model for Self-Study.

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Colleges, Institutional Research, *Junior Colleges, Models, Needs Assessment, Personnel Policy, *Policy Formation, *Research Committees, *Teacher Participation, *Tenure

This paper generally describes the activities and processes of a task force at William Rainey Harper College (Illinois) charged with reviewing the college's tenure policies relative to present needs and long-range projections. It provides a series of suggestions of use to other community colleges who might undertake a self-study of tenure policy. Among the suggestions are: (1) formation of a task force composed of representatives of the diverse college community (faculty and staff); (2) establishment of strong relations with the college Office of Planning and Research; (3) clarification and limitation of the responsibilities of the task force; (4) characteristics essential to the individual selected as chairperson of the task force; (5) survey and study areas for subgroups of the task force; (6) recommendations on internal organization and on use of time available for task force operations; (7) establishment of communications channels to insure faculty feedback; (8) issuance of an interim report; and (9) formalization of task force recommendations in a concluding report. Problems and benefits associated with each of the activities listed are discussed. A bibliography, a tenure self-study model, and a table listing possible data elements to be considered in developing staffing projections are appended. (JDS)

ED 128 052 JC 760 489

General Education at Miami-Dade Community College. Draft Document.

Miami-Dade Community Coll., Fla.

Pub Date 1 May 76

Note—46p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Community Colleges, Curriculum Development, Educational Needs, *Educational Objectives, *Educational Problems, *General Education, *Human Development, *Junior Colleges, Self Actualization

Identifiers—Miami Dade Community College

This document, based on input from faculty and students, presents a rationale, definition, and goal specification for general education at Miami-Dade Community College. Responsiveness to community education needs and "open admissions" are posited to be two important aspects of the mission of the community college. To integrate these mission concepts with a rationale for general education, five values of general edu-

cation are put forth: (1) it enables individuals to integrate their knowledge; (2) it offers opportunity for commitment to lifelong learning; (3) it enables students to intensify the self-actualization process; (4) it enables students to find meaning and value in their life experiences; and (5) it enables students to better understand their places in the world and to more fully realize their potential. General education is defined as that which has as its fundamental nature and purpose the integration of every student's knowledge, skills, attitudes, and experiences. The goals of general education, expressed in terms of competencies, are listed as are principles for curriculum development. Student demographic data, the "basic skills problem", the "survival/enrichment" issue, the "career" issue, and the "quality" issue are discussed as factors germane to development of a general education program. (JDS)

ED 128 053 JC 760 490

California Community Colleges 5 Year Plan,

1976-1981. Plan and Appendix.

California Community Colleges, Sacramento.

Pub Date Jan 76

Note—172p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Budgets, Community Colleges, *Educational Objectives, *Educational Planning, Educational Policy, Enrollment Projections, Facility Planning, *Junior Colleges, *Master Plans, *Policy Formation, State Aid, State School District Relationship, *Statewide Planning

Identifiers—*California, Community Based Education

This is the first statewide five-year plan for the California Community Colleges. The newly adopted statement of philosophy and goals emphasizes the community college's role as a community-based institution of lifelong learning. In addition to presenting this new statement, the report details the planning process to be used in updating this plan, reviews the enrollment projections obtained from various agencies, presents a series of proposed state-level policies, and describes the district program and facility plans approved by the Board of Governors for the first year of the plan and tentatively proposed for the last four years. An examination of the master plans for the various community college districts shows that 440 new academic and vocational programs are scheduled for implementation during 1976-77. The largest relative growth is anticipated in the areas of regional studies, health services, home economics, law, and public affairs and services. The appendices contain the information and documentation utilized in the development of the master plan. Included are enrollment and job opportunity/employment summary projections, extended social forecasts, and discussions of future contingencies likely to have some effect on the community college. Analyses of existing programs and district profile summaries complete the appendices. (JDS)

ED 128 054 JC 760 491

Budget and Accounting Manual: California Community Colleges.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date Apr 76

Note—162p.; Appendices A and C were issued separately and are not included in this version of the document

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Budgeting, Community Colleges, Educational Finance, Expenditures, Income, *Junior Colleges, *Manuals, *School Accounting

Identifiers—California Community Colleges

This manual specifies in detail the new budget and accounting system for California Community Colleges, utilizing an activity-centered approach to expenditure reporting which describes real resource requirements, their costs, and relative use in each of the 37 discrete activities comprising community college operations. The system is designed to provide adequately for state-level decision making and most local decision making needs, as well as to provide a basis for developing analyses for decisions about programs and objectives. The expenditure structure of the system is designed to be compatible with that used by elementary and secondary schools and county

school superintendents. The activity structure is designed to be compatible with the Program Classification Structure developed by the National Center for Higher Education Management Systems (NCHEMS). It provides the district with a base for comparative fiscal analyses, use of new fiscal management tools, and state-level and federal fiscal reporting. The bulk of this document is devoted to extensive presentation and explanation of the system. Appendices include a discussion of accounting principles unique to community college districts; a list of supplies, equipment and capital outlay; stores system procedures, controls, and accounting; accounting terminology; and data processing terminology. (Author/JDS)

ED 128 055 JC 760 493

Clark, Robert M.
Reedley College Enrollment/Withdrawal Study, 1974-1975.

Reedley Coll., Calif.

Pub Date 3 Nov 75

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Colleges, Comparative Analysis, *Dropout Rate, Enrollment Rate, Institutional Research, *Junior Colleges, *Mexican Americans, *Minority Groups, *Withdrawal

Identifiers—Reedley College

This paper provides a brief analysis of enrollment and withdrawal data for Mexican-American and non-Mexican-American students at Reedley College. The study was conducted subsequent to an expressed concern that perhaps the college could do more toward recruitment and retention of minority students. Results of an analysis of enrollment and withdrawal data indicated that Mexican-Americans comprised 46.9% of local high school students in fall 1974 but only 30.2% of Reedley students. However, while approximately 8% of non-Mexican-American students withdrew from Reedley in both fall 1974 and spring 1975, only 5% of the Mexican-American students withdrew. Reasons for withdrawal (financial, needed at home, work v. college) were compared across both groups with no significant differences found. The significantly greater persistence of Mexican-American students is attributed to a combination of effective recruiting, peer advising, financial aid, and other support services provided these students. It is recommended that efforts should continue to reduce all withdrawals, regardless of ethnic origin. Data used in this study and subsequent results of analysis are presented in six tables. (JDS)

ED 128 056 JC 760 494

Rudisill, Vivian A. Jabs, Max L.
Multimedia Instruction in Basic English.

San Antonio Coll., Tex.

Pub Date [76]

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Autoinstructional Laboratories, Community Colleges, *Computer Assisted Instruction, *English Instruction, Individualized Instruction, Instructional Innovation, *Junior Colleges, *Multimedia Instruction, *Remedial Instruction

Identifiers—San Antonio College

Individual, self-paced, and computer assisted instruction (CAI) characterize the English Multimedia Laboratory of San Antonio College, where entering freshmen with composite American College Test scores in the lowest category of 1-15 have increased from 28% in 1967 to 61% in 1975. The multimedia lab, operational since 1973, replaced the relatively ineffectual Basic English remedial course. Personalized instruction is the primary characteristic of the laboratory, each student moving at his own pace through ten learning areas according to specified behavioral objectives. CAI plays an integral part, providing nearly instantaneous feedback and additional tutoring, as necessary, to student users. CAI has also been adapted for use with hearing-impaired students. Results of the multimedia laboratory, in addition to increased levels of competency, include: individualized learning of basic skills at the student's own level of performance, individual review and testing, increased motivation, immediate reinforcement, improved attendance and student involvement, a sequence of instruction, and self-tutoring. A comparative study of students' subsequent freshman composition grades

has shown that grades of D and F decreased from 54.02% in pre-lab years to 38.64% since implementation of the lab. (JDS)

ED 128 057 JC 760 495

King, Maxwell C., Ed. Breuder, Robert L., Ed.
Contemporary Issues in Postsecondary Education: With Emphasis on the Community/Junior College.

Brevard Community Coll., Cocoa, Fla.

Pub Date Jul 76

Note—117p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—College Cooperation, Community Colleges, Educational Alternatives, *Educational Demand, *Educational Planning, *Educational Trends, *Governance, Government Role, Humanistic Education, Individual Differences, *Junior Colleges, *Learning Processes, Post Secondary Education, Regional Planning, Therapeutic Environment

Identifiers—New Students, Nontraditional Students

This monograph results from a series of papers presented at Brevard Community College during the 1975-76 academic year as part of a lecture series in postsecondary education. Issues discussed include: (1) the future of community college governance relative to increasing federal regulatory involvement; (2) institutional goals as essential ingredients in the process of educational planning; (3) the need for a learning model for "new" students in higher education; (4) coping with increasing demands for education outside of traditional structures; (5) innovations in humanistic education and their implications; (6) implications of regional cooperation and coordination in postsecondary education for the community college; (7) creation of supportive learning environments; and (8) problems and benefits of educational planning. Contributors to this volume include Louis Bender, Robert Breuder, Maxwell King, K. Patricia Cross, Edmund Gleazer, Jr., Terry O'Banion, S. V. Martorana, John Roueche, and James Wattenbarger. It is envisioned that the essays contained in this volume will serve as a catalyst for discussion from which innovative and exciting ideas will result. (Author/JDS)

ED 128 058 JC 760 496

Hammons, James O. Wallace, Terry H. Smith
An Assessment of Community College Staff Development Needs in the Northeastern United States.

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Pub Date May 76

Note—136p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Administrative Personnel, Community Colleges, *Inservice Programs, Inservice Teacher Education, Instructional Staff, *Junior Colleges, *Needs Assessment, *Program Design, Questionnaires, *Staff Improvement, Surveys

Identifiers—Staff Development

This monograph reports the results of a study conducted to make a comprehensive assessment of the inservice training needs of public and private two-year colleges in the northeastern United States and Ohio. A questionnaire was sent to the chief executive officer of 294 two-year colleges to gather information on degree of need for specific areas of staff development and to elicit respondent opinion on the most desirable sites, times, modes of presentation, and costs of such programs. Of the 207 returns received (70%), only 21 (7%) were unusable. The chi-square test was utilized in the data analysis to determine significant differences on dimensions of type of control and size. Results indicated that the colleges surveyed had definite staff development needs in three areas: needs related to the unique role of community colleges, needs related to instruction, and needs of administrative staff. Specific needs in these areas are listed and discussed as are findings and conclusions regarding the logistics of staff development programs. Data resulting from the study are presented in extensive tables and figures, and the survey instrument is appended. (JDS)

ED 128 059 JC 760 497

Paradental Training Contract.

Lane Community Coll., Eugene, Oreg.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.

Pub Date 1 Jan 75

Contract—NIH-72-4341

Note—53p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Community Colleges, *Dental Hygienists, Health Occupations Education, *Junior Colleges, Learning Modules, Paraprofessional Personnel, Program Evaluation, Student Recruitment, *Veterans Education

Identifiers—Lane Community College

This report describes institutional, faculty, and student activities and problems resulting from Lane Community College's acceptance of a federal contract to develop a paraprofessional training program designed specifically to provide training/retraining required to qualify military-trained dental corpsmen for examination by the Oregon State Board of Dental Examiners and the National Board of Dental Hygiene. Subsequent to acceptance of the contract, a modularized self-paced and self-instructional curriculum was developed, and students were recruited according to specified criteria. Although an abundance of potential trainees was anticipated, a total of only 15 students were selected from 46 applicants. One student withdrew early from the program and 11 of the 12 who completed the Associate of Science degree program passed all sections of national and state dental hygiene board examinations on their first attempt. Curriculum requirements for the paraprofessional contract program students were the same as those of regularly enrolled students but were compressed into 15 months rather than the traditional 18 months. Analysis of the contractor's performance reveals several problem areas, particularly in the total number of students trained. However, numerous benefits, aside from the success of the students, are noted. Recommendations for future application of this type of program are made. Contract materials are appended. (JDS)

ED 128 060 JC 760 498

Medsker, Linda L.

College of Alameda Student Follow-up Study:

First-time Students, Fall 1970, Fall 1971.

Alameda Coll., Calif.

Pub Date May 76

Note—73p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Academic Aspiration, College Choice, Community Colleges, Dropouts, *Educational Objectives, *Followup Studies, *Junior Colleges, Junior College Students, Participant Satisfaction, *Student Characteristics

Identifiers—College of Alameda

This report presents the findings of the first comprehensive follow-up study of former College of Alameda (COA) students. Objectives of the study were to establish a demographic data base on students who first enrolled in the Fall Quarter of 1970 and in the Fall Quarter of 1971, to identify their educational objectives at time of entry, to obtain student evaluation of the college's instructional and support services, and to determine what happened to students after they left the college. Questionnaires were mailed to 2,765 randomly selected members (25%) of the study populations. Response rates were 17.49% and 15.92% respectively for the 1970 and 1971 subgroups. Results indicated that, at time of enrollment, a "typical" student was a full-time day student, a caucasian male between 16 and 18 years of age, single, not a veteran, with a high school diploma or GED, and no previous college work. Almost half of the respondents originally planned to transfer to a four-year college, one-third enrolled to take courses for enjoyment, and only 13.8% and 16.2% respectively intended to complete a vocational-technical program. One-third of the respondents stated they did not meet their objective. At least 60% of the 1970 and 1971 enrollees withdrew at some point prior to completing their objective, although one-third later re-enrolled. Several recommendations based on the study findings are made, and the survey instrument and student comments are appended. (JDS)

ED 128 061 JC 760 499

Anderson, Ernest F. Scholl, Natalie

Factors Influencing the Choice of a Transfer Institution for Chicago Area Community College Students. Research Memorandum 76-3.

Illinois Univ., Urbana. Office of School and Coll. Relations.

Pub Date Jan 76

Note—77p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*College Choice, Community Colleges, Interviews, *Junior Colleges, *Junior College Students, *Student Attitudes, Student Characteristics, *Transfer Students
Identifiers—Illinois (Chicago), University of Illinois

This paper reports the results of a normative survey conducted to determine factors considered to be important by Chicago-area baccalaureate oriented community college students in choosing a transfer college or university. From a population of more than 50,000 full- and part-time baccalaureate oriented students enrolled in 14 Chicago-area community colleges, a random sample of 241 was drawn. Subjects were surveyed through use of the personal interview technique. Results of the study indicate that there are four major factors which characterize the transfer institution which community college students select for completion of their baccalaureate degree: (1) the institution must offer the program preferred by the student; (2) the students prefer that it be located close enough that they can live at home while attending college; (3) students want the transfer institution to have a high academic reputation; and (4) low tuition is an important factor. Demographic characteristics, transfer institutions selected, curriculum choices, and opinions of the sample concerning the University of Illinois campuses are reported. Recommendations are made relative to actions that should be taken by the University of Illinois at Chicago Circle and at Urbana-Champaign. An extensive review of pertinent literature is included in the report. The survey instrument, instructions for the interviewers, and a bibliography are appended. (Author/JDS)

ED 128 062 JC 760 500

Anderson, Ernest F. DeGray, Judith
Comparison of Transfer and Native Student Progress at the University of Illinois at Urbana-Champaign, Fall, 1973 Group. Research Memorandum 76-8.

Illinois Univ., Urbana. Office of School and Coll. Relations.

Pub Date Jul 76

Note—45p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Academic Achievement, *College Students, *Comparative Analysis, Dropout Rate, Grade Point Average, Higher Education, Institutional Research, *Junior College Students, Persistence, *Transfer Students, Undergraduate Study, Universities
Identifiers—University of Illinois

Comparison studies were made of the academic progress of junior college transfers, four-year college transfers, and continuous juniors (natives) at the University of Illinois, as measured by mean grade point average (GPA), academic status, and continued enrollment through the two years after transfer; of the performance after transfer with that of native juniors, while four-year college transfers enter with slightly lower GPA's; (2) junior college transfers experience a first semester drop of about .51 in GPA below their pretransfer GPA and the four-year college transfers and natives, however, this loss in GPA is greatly recovered by the end of the fourth semester; (3) retention of junior college and four-year college transfer groups is approximately equal for the first semester at .92 and .93, respectively; (4) junior college transfers experience more academic difficulty after transfer than do four-year college transfers or natives, as measured by probation and drop rates; (5) the junior college transfer group performed at nearly the "B" level during the fourth semester at the university; (6) native juniors have higher retention rates than do four-year or junior college transfers; (7) transfer students have higher academic probation and drop rates than native juniors, and junior college transfers have higher probation and drop rates than do four-year college transfers; and (8) junior college transfers consistently achieve at a lower GPA than the other two groups in the 12 subject areas studied, and natives generally perform best in almost all subject areas. (JDS)

ED 128 063

Feldman, Marjorie, Comp.

Easy Reading Materials for Adults Learning English: 1976-1977. Revised Edition.

Central YMCA Community Coll., Chicago, Ill.

Pub Date 27 Sep 76

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adult Basic Education, Adult Students, *Beginning Reading, *Bibliographies, *English, *High Interest Low Vocabulary Books, Reading Materials

This document is a bibliography of easy reading materials appropriate for adults who are beginning to read in English. It is divided into seven sections: (I) Leisure Reading; (II) Consumer Information; (III) Current Events, Politics in the U. S.; (IV) Health, Nutrition, and Family; (V) History and Biography; (Va) Contemporary Biographies; and (VI) Science. Titles were chosen on the basis of their appeal to a mature person. Many deal with some problem of American life. Vocabulary level is indicated for some titles. A key to abbreviations/acronyms used in the bibliography and brief descriptions of publishers' series are included. (Author/JDS)

ED 128 064

Butzek, James C. Carr, Gene

Interdisciplinary Education in a Cluster College.

Oakton Community Coll., Morton Grove, Ill.

Pub Date [76]

Note—7p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cluster Colleges, Community Colleges, *Course Descriptions, Educational Alternatives, *Instructional Innovation, *Interdisciplinary Approach, *Junior Colleges
Identifiers—*Oakton Community College

This paper provides a brief overview of Oakton Community College's (OCC) cluster organization, which is believed to foster offering of true interdisciplinary education. OCC is organized into four learning clusters, each of 30 full-time and 40 part-time faculty, 1,500 students, and headed by a dean. Each cluster is semi-autonomous; authority is decentralized, faculty/student participation is emphasized, and a humanistic learning environment is encouraged. In the fall of 1973, OCC offered its first Natural Science/Social Science tandem course, an integrated learning approach whereby two instructors in separate disciplines were brought together as an alternative to traditional programs. More complex efforts have followed. A course entitled "1984" was inaugurated in the fall of 1974 as an extension of the tandem approach. Social Science, Natural Science, and Geography were combined into a course meeting 11 hours per week, with the goal of examining a number of elements of contemporary society from biological, sociological, and geographical perspectives. The systems approach is used to present a variety of topics. Evaluation of students is accomplished through examinations and a term project integrating the three disciplines. Student evaluation of faculty is an integral part of the evaluative process. Although time and energy demands are increased, the OCC staff believes in the interdisciplinary approach. (Author/JDS)

PS

ED 128 065

95

PS 008 706

Zimmerman, Barry J. Rosenthal, Ted L.

Conceptual Rule Acquisition and Retention by Young Children: The Effects of Modeling, Age, and Corrective Feedback.

Arizona Univ., Tucson. Arizona Center for Educational Research and Development.

Spons Agency—National Coordination Center for Early Childhood Education, St. Ann, Mo.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 73

Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Age Differences, *Cognitive Development, *Concept Teaching, Day Care Programs, Early Childhood Education, *Feedback, Generalization, *Imitation, *Observational Learning, *Preschool Children, Research, Retention, Teaching Methods, Teaching Techniques

JC 760 501

The effects of modeling and corrective feedback on conceptual rule acquisition and retention were studied with a total of 48 3- and 4-year-old children. Equal numbers of children from each age group were randomly assigned to one of four training groups: modeling, corrective feedback, modeling and corrective feedback, and a no modeling/no corrective feedback control condition. Children were tested for generalization immediately after training, and for retention seven to ten days later. Brief observation of a model was effective in creating significant acquisition and retention of conceptual rule judgments and explanations. Corrective feedback improved the child's ability to explain the conceptual rule but did not assist nonverbal performance. The facilitative influence of corrective feedback was largely confined to the 4-year-old age group. In general, 4-year-old children were more successful than 3-year-olds in learning to provide viable reasons for conceptual judgments. The pedagogical significance of these findings is discussed. (Author/SB)

ED 128 066

95

PS 008 707

Zimmerman, Barry J. Rosenthal, Ted L.

Conserving and Retaining Equalities and Inequalities through Observation and Correction.

Arizona Univ., Tucson. Arizona Center for Educational Research and Development.

Spons Agency—National Coordination Center for Early Childhood Education, St. Ann, Mo.; Office of Education (DHEW), Washington, D.C.

Pub Date [72]

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Cognitive Development, *Concept Teaching, *Conservation (Concept), *Early Childhood Education, *Feedback, Generalization, *Imitation, Kindergarten Children, Lower Middle Class, Models, Research, Teaching Methods, Teaching Techniques, Verbal Communication

The effects of live and symbolic modeling on the conservation of equalities and inequalities were studied with items spanning three stimulus dimensions (length, number, and two dimensional space). A total of 48 kindergarten children, who had failed to conserve on any equality items in baseline measures, were randomly assigned, in equal groups, to one of four conditions: modeling only, verbal correction, modeling plus correction, or control. Children were tested for generalization immediately after training, and for retention seven to ten days later. Brief observation of a model, briefer correction training (joining positive feedback with verbal rule provision), and the combination of observation and correction were all successful in producing learning and, without further training, transfer and retention of conservation. Unlike the controls (who also never correctly answered any quality items), the trained, experimental groups gave evidence of spontaneously generalizing their new learning to a task that required nonverbal behavior to manifest conservation. (Author/SB)

ED 128 067

95

PS 008 715

Scanlan, Peter A. Dokecki, Paul R.

The Effects of Adult Constraint and Peer Influence on the Development of Racial Awareness-Attitudes of Three-, Four-, and Five-Year-Old Children.

George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.

Spons Agency—National Coordination Center for Early Childhood Education, St. Ann, Mo.; Office of Education (DHEW), Washington, D.C.

Report No.—DARCEE-R-3H0P3-2

Pub Date May 73

Contract—NPECE-70-006

Note—33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adults, Attitudes, *Early Childhood Education, Literature Reviews, Peer Groups, *Peer Relationship, *Perception, Preschool Children, Racial Discrimination, *Racial Factors, *Racial Recognition, Research Methodology, Socioeconomic Status

This paper reports a research design guided by the hypothesis that adult constraint and peer cooperation exert conflicting forces on the development of racial awareness attitudes of 3-, 4-, and 5-year-olds. Subjects were 60 preschoolers from Tennessee, with an equal number of white and black children at each age.

Methodology used was a modified form of Porter's (1971) TV-Story Game. The method involved a doll-play interview during which the child, by doll choices, responded to structured questions set within a story-narrative. Opportunities were also made for the child to verbalize spontaneously to open-ended questions. Dependent variables were: racial awareness, racial attitude, and racial self-identification. Independent variables were: race, age, sex, social class, skin color shade, contact with children from a different race, region of the country, race of interviewer, presence or absence of social norms, and adult constraint vs peer influence. The rationale for the inclusion of peer influence and adult constraint was derived in part from Piaget's (1965) theory and investigation of the child's moral development. Each dependent and independent variable considered in this study is examined in view of past empirical findings. (JH)

ED 128 068 PS 008 716

Strain, Barbara Vietze, Peter
Observation Manual for Assessment of Behavior Sequences Between Infant and Mother.

George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 74

Contract—NE-C-00-3-0260

Note—44p.

Journal Cit—DARCEE Papers and Reports; v6 n8 1974

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Arousal Patterns, *Behavior Patterns, *Infant Behavior, *Infants, *Interaction Process Analysis, Measurement Techniques, *Mothers, Nonverbal Communication, *Observation, *Parent Child Relationship, Rating Scales, Reactive Behavior, Spontaneous Behavior, Verbal Stimuli, Visual Stimuli
Identifiers—DARCEE, Datamite

The purpose of the observational system presented here is to record the behavioral interactions between infant and mother, focusing on the sequential and contextual features of the social communication patterns accessible through direct home observation of mothers and their 3- to 4-month-old infants. The present system of continuous data recording allows responses in sequence rather than time to be the units of behavior, thus preserving the actual periodic features of individual behavior and temporal characteristics of interactional exchanges. Recorded are frequency, duration, sequence, inter-response times and simultaneous occurrence of specified maternal and infant behavioral variables. As the infant-mother pair is observed, the behaviors of each continuously qualify as one of a defined set of possible 2- or 3-digit coded behavior patterns, each composed of combinations of basic behavior categories, definitions of which fill one half of the manual. This system uses the Data-Myte or any similar mechanical event recorder, handheld and connected to a cassette recorder worn on the shoulder, giving the observer complete mobility. The observer records (1) the setting, (2) infant arousal state, (3) maternal proximity, (4) maternal behavior and (5) infant behavior. Each session consists of a feeding, a bath and playtime. The manual includes detailed instructions on equipment and general setup. A sample Interview and Rating Scale Form is included for use in writing up developmental and other background data, as well as for recording measurements of subject performance. (BF)

ED 128 069 95 PS 008 719

Willis, E. Anne

Sensitizing Caregivers to Individual Differences in Infants: Some Useful Tools and Techniques.

Cornell Univ., Ithaca, N.Y. Cornell Research Program in Early Development and Education.

Spons Agency—Central Midwestern Regional Educational Lab., St. Ann, Mo.; National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Apr 74

Contract—NE-C-00-3-0103

Note—27p; Filmed from best available copy

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Attendant Training, Behavior Rating Scales, Check Lists, Child Care, *Child Care Centers, *Child Care Workers, *Child Development, Cognitive Development, Day

Care Programs, Day Care Services, Early Childhood Education, Emotional Development, Individual Differences, *Individualized Programs, Infant Behavior, *Infants, Language Development, *Measurement Techniques, Morale, Motor Development, Observation, Perceptual Development, Social Development, Testing, Training Techniques

This paper reports on the development and use of several tools designed to sensitize caregivers to the fact that infants are very different from one another and that caregiving needs to be tailored to the styles and needs of each child. Four approaches were used: (1) having caregivers rate the infants regularly on a small number of rating scales (which the caregivers themselves helped to develop), graphing these ratings bi-weekly and using them in regular staff discussions of the infants. Dimensions covered in the scales were affectivity, persistence, level of attention, sensitivity, activity, quieting and consolability, and initiation of exploration; (2) having caregivers develop and keep up-to-date a checklist charting each infant's progress in reaching various typical developmental landmarks (listed under five general headings: gross motor, manipulative, perceptual-cognitive, language and social); (3) having caregiver present during intermittent developmental testing of infants she cares for followed by discussion with program director; (4) making selected observations of particular infants and their environmental experience and using these as a basis for discussion with the caregiving staff. Appendices include the scales for rating infant characteristics, rating sheets, and checklist of developmental landmarks. (MS)

ED 128 070 PS 008 729

Hamilton, David

A Case Study of a New Scottish Open Plan School.
Scottish Council for Research in Education.

Pub Date 16 Feb 76

Note—204p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Case Studies, Curriculum Development, *Early Childhood Education, Educational Change, Educational Experience, Educational History, Educational Theories, Elementary School Students, Instructional Materials, Interviews, Methods, *Open Education, *Open Plan Schools, Play, *Primary Education, Program Development, Program Proposals, School Design, *Teaching Techniques
Identifiers—*Scotland

This report, representing a 12-month case study of a new Scottish primary school, draws together educational issues concerning problems and possibilities of open-plan schooling by locating them in the day-to-day work of a particular open-plan school. During 70 days of field work, the researcher spent time observing classes, interviewing parents, children and teachers, and collecting comments on preliminary drafts of the final report. The first part of the report contains an introduction and seven essays: Becoming an Open Plan School; Open Plan Schools Past and Present; First Days at School (the experiences of one class and their teacher); The Case of the Missing Chairs (the relationship between teaching techniques and material resources); All Work and No Play? (the changing character of the primary school curriculum); Episodes of School Life (a day in the life of a pupil, teacher and class); The Logic of the Open Plan School (a theoretical integration of the architectural and educational use of the term 'open plan'). Research documents and methodological appendices comprise the second part of the report. (Author/MS)

ED 128 071 PS 008 742

[UMOS Child Center Project. Final Report.]

United Migrant Opportunity Services, Inc., Milwaukee, Wis.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No.—OCD-CB-407

Pub Date 9 Mar 76

Note—43p; Best copy available

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Biculturalism, *Bilingual Education, *Day Care Programs, Disadvantaged Youth, English (Second Language), Evaluation Methods, Mexican Americans, *Migrant Child Education, Parent Participation, Preschool Children, *Preschool Education, Program Evaluation, Puerto Ricans, Social Services, Socioeconomic Background, *Spanish Speaking

Identifiers—Male Preschool Teachers, *United Migrant Opportunity Services, Wisconsin (Milwaukee)

This report presents a description and a brief evaluation of the Child Center Project, a bilingual-bicultural early childhood development program designed to prepare preschool Latino children to succeed in school without losing their bilingual-bicultural identity. Funded by the Office of Child Development, the three-year project was initiated in 1972 by the United Migrant Opportunity Services, Inc. (UMOS), a non-profit corporation in the state of Wisconsin. A major goal of UMOS has been to help migrant farm workers who decide to leave the migrant stream and relocate in Wisconsin. The center served approximately fifty 3- to 5-year-olds in each year of operation, and emphasized parent participation and control as well as the presence of male Latino teachers in the classroom. Included in the report are a breakdown of the ethnic and socioeconomic backgrounds of the children who participated, educational objectives and the final project evaluation findings. (MS)

ED 128 072 PS 008 744

Emory, E. Kenneth And Others

Brazelton Scale Performance of Infants of Varying Birthweight.

Pub Date Apr 76

Note—18p; Paper presented at the Biennial Southeastern Conference on Human Development (4th, Nashville, Tennessee, April 15-17, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Arousal Patterns, Attention, Behavioral Science Research, *Behavior Rating Scales, *Body Weight, Caucasians, Factor Analysis, *Infant Behavior, *Infants, Low Income Groups, Negroes, Perinatal Influences, Premature Infants, *Prenatal Influences, Sex Differences

Identifiers—Birthweight, *Brazelton Neonatal Assessment Scale, Cambridge Newborn Scale, *Neonates

The effects of low, full (normal) and high birthweights on the broad range of neonatal behaviors measured by the Brazelton Neonatal Assessment Scale were investigated in a study which also attempted to replicate results of the authors' earlier study of the Brazelton Scale. Data from the original sample of 52 infants were included in the later study to make a total sample of 140 clinically normal newborns of over 37 weeks' gestational age. The infants' behaviors were scored on the 27-item Brazelton Scale. The principal component factor analysis of the second study yielded three main factors: attention-orientation, arousal and temperament. Results for the attention-orientation factor showed a significant main effect for birthweight, in that the mean score for the full-weight or normal group was higher than that for either the low or high groups. With low-weight neonates rated as a high-risk group for later developmental problems, it is hypothesized that a similar potential may exist for high-weight infants of normal gestational age. There were also some sex-birthweight interactions for the arousal and temperament factors, but these data are given a cautious interpretation because of certain characteristics of the sample. (BF)

ED 128 073 PS 008 745

Rogers, Sinclair

Isolation in Early Childhood.

Pub Date May 76

Note—14p; Paper presented to the Select Committee on Violence in the Family, The House of Commons, May 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Case Studies, *Child Abuse, Child Rearing, *Early Childhood Education, Historical Reviews, Infants, *Language Development, Personality Development, Self Concept, *Social Development, *Social Isolation, *Verbal Communication

Identifiers—*United Kingdom

This paper presents information on isolated children and describes a study being undertaken to examine the role of isolation in reported cases of child abuse and neglect. The effects of extreme isolation on language and psychological development are emphasized. The importance of early socialization is seen in relation to normal development. Ancient and medieval studies in which children were isolated to discover an in-

instinctive language are described in the text and appendix. Reports of two modern children who were isolated from birth are also presented. In the study described in this paper, 51 cases of child abuse and neglect recently reported in the United Kingdom were examined. In the cases selected for review, isolation was not cited as a major factor, so that its role as a contributing factor in child abuse could be assessed. Results indicate that, although isolation was not seen as worthy of inclusion in legal charges, it appears to be a significant factor in all stages of case histories. The case of a neglected boy is reconstructed, and developmental damage produced by isolation is discussed. (SB)

ED 128 074 PS 008 746

Rogers, Sinclair Wheeler, T. J.

A Study of the Views of Teachers of First Year Infant School Children Concerning the Effects on the Language and Socialisation of Children Who Have Previously Attended Playgroups.

Pub Date Jun 76

Note—14p; Filmed from best available copy

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Aggression, Creative Development, Foreign Countries, *Incidental Learning, Intellectual Development, Learning Motivation, *Peer Groups, *Preschool Children, *Preschool Education, *Questionnaires, Reading Skills, Social Development, Socioeconomic Status, Surveys, *Teacher Attitudes

Identifiers—Playgroups, *United Kingdom

This paper reports the findings of a survey to determine the effects, if any, that experience in playgroups had upon children of varying social class backgrounds in differing areas within the United Kingdom. The project aimed at answering two major questions: (1) Did teachers perceive differences in first year infant school children that they could attribute to previous attendance at playgroups, and, (2) If the teachers did see differences, what, according to their views, was the nature of the differences? A questionnaire dealing with observable differences in children who had/had not attended playgroups was constructed. Investigated were the effects of playgroups on socialization, motivation, language development, playing, intellectual and emotional development, motor skills, communicative skills, creative skills, pre-reading skills, aggressiveness, organizational ability, discipline, and other characteristics. Factors considered in choosing the sample were location of the schools (inner cities, urban areas, country districts), nature of housing, and estimated social class of the children. Questionnaires were sent to the selected schools, and upon return 92% were followed up by personal interviews. Results are listed for each questionnaire item. A conclusion briefly discusses the relationships between the region, housing, and social class of children and the varying responses of teachers. (SB)

ED 128 075 95 PS 008 748

Sandler, Howard And Others

The Development of a Maternal Teaching Style Instrument.

George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.

Spons Agency—Appalachian Regional Commission, Washington, D.C.; National Coordination Center for Early Childhood Education, St. Ann, Mo.; Office of Education (DHEW), Washington, D.C.

Pub Date Feb 73

Contract—ARC-71-9; NPECE-70-006

Note—41p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Cognitive Development, Educational Research, *Effective Teaching, *Evaluation Methods, *Home Programs, Intelligence, Literature Reviews, Middle Class Mothers, *Mothers, Negro Mothers, Preschool Children, *Preschool Education, Racial Differences, Socioeconomic Status, Teaching Styles, Test Reliability, Test Validity

Identifiers—DARCEE, *Demonstration and Research Center Early Education, Maternal Teaching Style Instrument

This paper traces the development of the Maternal Teaching Style Instrument (MTSI) at the Demonstration and Research Center for Early Education (DARCEE). The MTSI was developed to document changes in maternal behavior; to better understand the role of maternal behavior

as it influences children's cognitive growth and development and to redefine DARCEE's approach to training mothers by delineating those aspects of maternal behavior which appear to enhance the development of children's cognitive skills. A number of studies using the MTSI are reported along with validity and reliability testing of the instrument. Research results indicate a number of implications for mothers of preschoolers and those who train them. Included in this report is background information on DARCEE's early education program for low income children, the research program, and studies conducted on mother-child interactions. Appendices include directions for administration and coding of the MTSI, the scoring grid, and materials for the MTSI. (MS)

ED 128 076 95 PS 008 749

Scanlan, Peter A. Dokecki, Paul R.

Toward the Development of a Technique to Measure the Racial Awareness-Attitudes of Three- to Five-Year-Old Children.

George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.

Spons Agency—National Coordination Center for Early Childhood Education, St. Ann, Mo.; Office of Education (DHEW), Washington, D.C.

Pub Date May 73

Contract—NPECE-70-006

Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Age Differences, *Early Childhood Education, Geographic Regions, *Literature Reviews, Measurement Techniques, *Perception, Play, *Preschool Children, *Racial Attitudes, Racial Differences, *Racial Recognition, Research Methodology, Sex Differences, Social Science Research, Socioeconomic Status

Identifiers—DARCEE, *Demonstration and Research Center Early Education

This paper presents a comprehensive review of research literature in the area of interracial awareness development in preschool children and highlights key issues for future research. An historical look at the study of racial attitudes reveals three major research techniques. The first type utilizes pictures, line drawings, or actual photos. The chief drawback of this technique is that it relies heavily on the child's linguistic ability and does not allow the use of unstructured play. A second technique involves the use of puzzles, doll assembly, or picture insets. This method is suitable for measuring racial awareness but not attitudes. A third technique involves doll-play and seems to offer the most promise for future investigators of racial awareness attitudes in young children. The independent variables shown to be significant which must be considered for future studies are age, race, sex, social class, shade of skin color, contact, region of the country, and race of the interviewer. (MS)

ED 128 077 95 PS 008 750

Sandler, Howard M. And Others

The Evaluation of a Home-Based Educational Intervention for Preschoolers and Their Mothers.

George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.

Spons Agency—National Coordination Center for Early Childhood Education, St. Ann, Mo.; Office of Education (DHEW), Washington, D.C.

Pub Date [71]

Contract—NPECE-70-006

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cognitive Development, Cognitive Tests, Early Childhood Education, Educational Research, *Evaluation, Field Studies, *Home Programs, Home Visits, *Intervention, Low Income Groups, *Mothers, Paraprofessional Personnel, Preschool Children, *Preschool Education, Racial Differences, Sex Differences, Teaching Styles, Teaching Techniques

Identifiers—DARCEE, Demonstration and Research Center Early Education, Maternal Teaching Style Instrument

The purpose of this study was to assess the effects of a 12-week intervention in 6 black and 9 white low income homes in order to modify maternal teaching behavior and influence child functioning. Home visitors worked with the mothers once a week mainly utilizing objects and events in the home for educational purposes. It was hypothesized that a home-visitor program

directed toward the mother would improve her maternal teaching behavior and have effects on the cognitive functioning of her preschool-aged child. Measuring instruments used in a pre-test and post-test situation were the Stanford-Binet, Form L-M; the DARCEE Concept Test; and in a post-test only design, the Maternal Teaching Style Instrument (MTSI). Positive changes in maternal teaching style were achieved by experimental group mothers, especially in the area of cue labeling. Significant cognitive gains were achieved by the preschool target children on recognition skills on the DARCEE Concept Test while all other differences were in the predicted direction but statistically insignificant. The limited changes in the target children were attributed to the limited duration of the intervention. (MS/Author)

ED 128 078 PS 008 751

New Primary School Syllabus.

Ministry of Education and Culture (Trinidad and Tobago).

Pub Date Jun 75

Note—146p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Art Education, Creative Writing, *Curriculum Guides, Dance, Drama, *Elementary Education, *Elementary School Curriculum, English, *English (Second Language), *Foreign Countries, Language Instruction, Mathematics Instruction, Music Education, Nutrition Instruction, Physical Education, Science Instruction, Social Studies, *Teaching Methods

Identifiers—*Trinidad and Tobago

This official syllabus of Trinidad and Tobago's primary schools gives detailed guidelines on the teaching objectives of each curriculum area and how these can best be realized, as well as descriptions of the subject matter. The curriculum is divided into three levels: Level I (5- to 7-year-olds), Level II (7- to 9-year-olds) and Level III (10+ to 11+-year-olds). Curriculum areas covered are language arts (reading and writing, standard English); mathematics; social studies, including moral and social education; general science; nutrition education; physical education; and creative arts (including creative writing, arts and crafts, and music and drama). Readings are suggested for each area. In addition, an outline of the linguistic structure of Trinidadian is given to make teachers of English aware of problems faced by the children learning English as a second language. (MS)

ED 128 079 95 PS 008 754

Zimmerman, Barry J.

Review and Index to Research on Modeling and Imitation Relevant to the Development and Education of Children.

Arizona Univ., Tucson. Arizona Center for Educational Research and Development.

Spons Agency—National Coordination Center for Early Childhood Education, St. Ann, Mo.; Office of Education (DHEW), Washington, D.C.

Pub Date Aug 72

Note—318p.

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—Adults, Affective Behavior, *Elementary Education, Elementary School Students, Ethnic Groups, Feedback, *Imitation, Infants, Language Development, Learning, *Literature Reviews, Models, Motor Development, *Observational Learning, Preschool Children, *Preschool Education, Race, Reinforcement, *Research, Sex (Characteristics), Socioeconomic Status

This document presents a detailed review and index of post-1960 modeling-imitation research relevant to the development and education of children. Each research study is described in terms of purpose, independent and dependent variables, task and procedures, model and subject characteristics, materials and results. In addition, an overall model is used to cross-index studies on several of these dimensions and to provide a visual summary of the focus and direction of research on modeling. It is observed that two topics which are extremely important to educators when considering research results have been heretofore unreviewed: characteristics of the child (e.g. age, socioeconomic status, and ethnicity) and conceptual characteristics of the learning task. The importance of recent studies on imitative learning of rule-governed behavior is also noted. (MS)

ED 128 080

PS 008 758

*Camp, Janet And Others***Home and Family: Unit Manual Four. Curriculum Guide.**

George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.

Spons Agency—National Coordination Center for Early Childhood Education, St. Ann, Mo.; National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Professions Education and Manpower Training; National Inst. of Education (DHEW), Washington, D.C.

Pub Date 72

Contract—NPECE-70-006

Grant—OEO-CG-9995

Note—176p.; For other manuals in this series, see PS 008 759-63

Available from—CEMREL, 3120 59th Street, St. Louis, Missouri 63139 (Paper, \$2.50)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Basic Skills, *Cognitive Development, Concept Teaching, *Curriculum Guides, *Early Childhood Education, *Family Life, *Instructional Materials, Learning Activities, Perceptual Motor Learning, Resource Guides, Skill Development, Social Studies Units, Teaching Techniques, Thought Processes

Identifiers—*DARCEE

This is number four in a series of resource manuals consisting of 11 sequenced curriculum guides developed by the Demonstration and Research Center for Early Education (DARCEE) for use in early childhood education programs. Emphasis is placed on the development of sensory, abstracting and mediating, and response skills. The projected order of the units is: (1) All About Me, (2) Plants, (3) Autumn, (4) Home and Family, (5) Winter, (6) Forest Animals, (7) Neighborhood and Community, (8) Farm Animals, (9) Spring, (10) Transportation, (11) Farm Crops. Each unit is intended to build upon skills developed in preceding ones. The fourth unit, "Home and Family," is primarily a social studies unit focusing on characteristics of families, pets, homes, and objects found in homes. The suggested time for the unit is three weeks. Instructional activities are presented side by side with basic skills to be developed. A list of instructional materials and their sources is given. The appendix includes action-songs, poems, and patterns for teacher-made materials. (MS)

ED 128 081

PS 008 759

*Camp, Janet Wilkerson, Peggy***Winter: Unit Manual Five. Curriculum Guide.**

George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.

Spons Agency—National Coordination Center for Early Childhood Education, St. Ann, Mo.; National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Professions Education and Manpower Training; National Inst. of Education (DHEW), Washington, D.C.

Pub Date 72

Contract—NPECE-70-006

Grant—OEO-CG-9995

Note—135p.; For other manuals in this series, see PS 008 758-763

Available from—CEMREL, 3120 59th Street, St. Louis, Missouri 63139 (Paper, \$2.50)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Basic Skills, *Cognitive Development, Concept Teaching, *Curriculum Guides, *Early Childhood Education, *Environmental Education, *Instructional Materials, Learning Activities, Natural Sciences, Perceptual Motor Learning, Resource Guides, Science Units, Skill Development, Teaching Techniques, Thought Processes

Identifiers—*DARCEE, Holidays, Winter

This is number five in a series of resource manuals consisting of 11 sequenced curriculum guides developed by the Demonstration and Research Center for Early Education (DARCEE) for use in early childhood education programs. Emphasis is placed on the development of sensory, abstracting and mediating, and response skills. The projected order of the units is: (1) All About Me, (2) Plants, (3) Autumn, (4) Home and Family, (5) Winter, (6) Forest Animals, (7) Neighborhood and Community, (8) Farm Animals, (9) Spring, (10) Transportation, (11) Farm Crops. Each unit is intended to build upon skills developed in preceding ones. The fifth unit,

"Winter," is primarily a science unit. The major content objectives are to expand the child's understanding of people and plants and to increase awareness of environmental changes. The suggested time for the unit is three weeks. Instructional activities are presented side by side with basic skills to be developed. A list of instructional materials and their sources is given. Appendix includes patterns for teacher-made materials. (MS)

ED 128 082

PS 008 760

*Lewis, Ann And Others***Farm Animals: Unit Manual Eight. Curriculum Guide.**

George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Professions Education and Manpower Training; Office of Economic Opportunity, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date 72

Contract—NPECE-70-006

Grant—OEO-CG-9995

Note—106p.; For other manuals in this series, see PS 008 758-63

Available from—CEMREL, 3120 59th Street, St. Louis, Missouri 63139 (Paper, \$2.50)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Basic Skills, *Cognitive Development, Concept Teaching, *Curriculum Guides, *Early Childhood Education, *Instructional Materials, Learning Activities, *Livestock, Perceptual Motor Learning, Resource Guides, Skill Development, Social Studies Units, Teaching Techniques, Thought Processes

Identifiers—*DARCEE

This is number eight in a series of resource manuals consisting of 11 sequenced curriculum guides developed by the Demonstration and Research Center for Early Education (DARCEE) for use in early childhood education programs. Emphasis is placed on the development of sensory, abstracting and mediating and response skills. The projected order of the units is: (1) All About Me, (2) Plants, (3) Autumn, (4) Home and Family, (5) Winter, (6) Forest Animals, (7) Neighborhood and Community, (8) Farm Animals, (9) Spring, (10) Transportation, (11) Farm Crops. Each unit is intended to build upon skills developed in preceding ones. The eighth unit, "Farm Animals," is primarily a social studies unit covering animals frequently found on farms. The major content objective is to develop the child's understanding of farm animals, how they live, and how they are used by people. The suggested time for the unit is three weeks. Instructional activities are presented side by side with basic skills to be developed, and space is provided for teachers to outline additional activities and skills. A list of instructional materials and their sources is given. The appendix includes patterns for teacher-made materials. (MS)

ED 128 083

PS 008 761

*Downey, Mary Anne And Others***Spring: Unit Manual Nine. Curriculum Guide.**

George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Professions Education and Manpower Training; Office of Economic Opportunity, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date 72

Contract—NPECE-70-006

Grant—OEO-CG-9995

Note—78p.; For other manuals in this series, see PS 008 758-63

Available from—CEMREL, 3120 59th Street, St. Louis, Missouri 63139 (Paper, \$2.50)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Basic Skills, *Cognitive Development, Concept Teaching, *Curriculum Guides, *Early Childhood Education, *Environmental Education, *Instructional Materials, Learning Activities, Natural Sciences, Perceptual Motor Learning, Resource Guides, Science Units, Skill Development, Teaching Techniques, Thought Processes

Identifiers—*DARCEE, Spring

This is number nine in a series of resource manuals consisting of 11 sequenced curriculum

guides developed by the Demonstration and Research Center for Early Education (DARCEE) for use in early childhood education programs. Emphasis is placed on the development of sensory, abstracting and mediating, and response skills. The projected order of the units is: (1) All About Me, (2) Plants, (3) Autumn, (4) Home and Family, (5) Winter, (6) Forest Animals, (7) Neighborhood and Community, (8) Farm Animals, (9) Spring, (10) Transportation, (11) Farm Crops. Each unit is intended to build upon skills developed in the preceding ones. The ninth unit, "Spring," is primarily a science unit. The major content objective is to develop the child's understanding of spring and the changes that occur in plants, animals, weather, and people in the spring. The suggested time for the unit is two weeks. Instructional activities are presented side by side with basic skills to be developed, and space is provided for teachers to outline additional activities and skills. The appendix includes patterns for teacher-made materials. (MS)

ED 128 084

PS 008 762

*Camp, Janet And Others***Transportation: Unit Manual Ten. Curriculum Guide.**

George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Professions Education and Manpower Training; Office of Economic Opportunity, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date 72

Contract—NPECE-70-006

Grant—OEO-CG-9995

Note—83p.; For other manuals in this series, see PS 008 758-63

Available from—CEMREL, 3120 59th Street, St. Louis, Missouri 63139 (Paper, \$2.50)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Basic Skills, *Cognitive Development, Concept Teaching, *Curriculum Guides, *Early Childhood Education, *Instructional Materials, Learning Activities, Perceptual Motor Learning, Resource Guides, Skill Development, Social Studies Units, Teaching Techniques, Thought Processes, *Transportation

Identifiers—*DARCEE

This is number 10 in a series of resource manuals consisting of 11 sequenced curriculum guides developed by the Demonstration and Research Center for Early Education (DARCEE) for use in early childhood education programs. Emphasis is placed on the development of sensory, abstracting and mediating, and response skills. The projected order of the units is: (1) All About Me, (2) Plants, (3) Autumn, (4) Home and Family, (5) Winter, (6) Forest Animals, (7) Neighborhood and Community, (8) Farm Animals, (9) Spring, (10) Transportation, (11) Farm Crops. Each unit is intended to build upon skills developed in the preceding ones. The tenth unit, "Transportation," is primarily a social studies unit. The major content objectives are to develop the child's awareness and understanding of the various ways of transporting people and goods and the particular characteristics and uses of different vehicles. The suggested time for the unit is two to three weeks. Instructional activities are presented side by side with basic skills to be developed, and space is provided for teachers to outline additional activities and skills. The appendix includes patterns for teacher-made materials. (MS)

ED 128 085

PS 008 763

*Lewis, Ann And Others***Farm Crops: Unit Manual Eleven. Curriculum Guide.**

George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Professions Education and Manpower Training; Office of Economic Opportunity, Washington, D.C.

Pub Date 72

Contract—NPECE-70-006

Grant—OEO-CG-9995

Note—83p.; For other Manuals in this series, see PS 008 758-63

Available from—CEMREL, 3120 59th Street, St. Louis, Missouri 63139 (Paper, \$2.50)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Agriculture, *Basic Skills, *Cognitive Development, Concept Teaching, *Curriculum Guides, *Early Childhood Education, Food, *Instructional Materials, Learning Activities, Marketing, Perceptual Motor Learning, Resource Guides, Skill Development, Social Studies Units, Teaching Techniques, Thought Processes

Identifiers—*DARCEE

This is number 11 in a series of resource manuals consisting of 11 sequenced curriculum guides developed by the Demonstration and Research Center for Early Education (DARCEE) for use in early childhood education programs. Emphasis is placed on the development of sensory, abstracting and mediating, and response skills. The projected order of the units is: (1) All About Me, (2) Plants, (3) Autumn, (4) Home and Family, (5) Winter, (6) Forest Animals, (7) Neighborhood and Community, (8) Farm Animals, (9) Spring, (10) Transportation, (11) Farm Crops. Each unit is intended to build upon skills developed in the preceding ones. The eleventh unit, "Farm Crops," is primarily a social studies unit covering crops and foods from field to market. The major content objective is to develop children's understanding of where the food they eat comes from and the steps involved in growing and marketing it. The suggested time for the unit is two to three weeks. Instructional activities are presented side by side with basic skills to be developed, and space is provided for teachers to outline additional activities and skills. A list of instructional materials and their sources is given. The appendix includes patterns for teacher-made materials. (MS)

ED 128 086

PS 008 765

Queen, Renee

Open, Openness, Opening, Opened—What is Your Style?

Pub Date [72]

Note—20p; Filmed from best available copy

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Early Childhood Education, Elementary Education, Humanistic Education, Learning, *Open Education, Peer Relationship, *Play, *Self Actualization, Self Concept, Socialization, Student Teacher Relationship, *Teacher Role, Teaching Methods, *Teaching Techniques

This paper presents in descriptive and practical terms a rationale for working towards openness in the classroom. Open education is defined as a humanistic approach designed to offer support to the children in their move towards self-realization. More than classroom structure, open education is a way of thinking about children, learning, self and knowledge. Key concepts of openness are (1) play, the vehicle through which children order and learn about the world they live in; (2) an affective view of education, the awareness of the child's self and inclusion of feelings and responsiveness in the educational milieu; (3) social interaction, giving children ample opportunity to experiment with way of relating to their peers, (4) an emphasis on the learning process, (how one comes to know) rather than on the right answer; (5) the teacher as facilitator of learning helping the child to go where he/she wants to go; and (6) the classroom as an environment reflecting the teacher as a person. (Author/MS)

ED 128 087

PS 008 770

Self, Patricia A. And Others

Individual Differences in Neonates and Mother-Infant Interaction During Feeding.

Pub Date Apr 76

Note—12p; Paper presented at the Biennial Southeastern Conference on Human Development (4th, Nashville, Tennessee, April 15-17, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavior Rating Scales, Caucasians, *Individual Differences, Infant Behavior, *Infants, *Interaction Process Analysis, Measurement Techniques, Middle Class, *Mothers, Observation, *Parent Child Relationship, Research, Sex Differences, Social Behavior

Identifiers—*Brazelton Neonatal Behavioral Assessment Scale, *Neonates

In this study, twenty 3-day-old Caucasian neonates were observed before and during feed-

ing in an attempt to demonstrate that individual characteristics of infants, such as alertness and social behaviors, are related to the interaction of mothers and infants during feeding situations. Ten of the infants were males, 10 were females; approximately 70 percent were first born; 60 percent were bottle-fed. All had normal Apgar scores. Infants were administered the Brazelton Neonatal Behavior Assessment Scale after their two o'clock feeding. During the five o'clock feeding, two observers watched the mother feed her infant and observed maternal and infant behaviors using a 10-second time sampling procedure. Sex differences in both infant and maternal behavior were apparent during the feeding observation. Correlational analyses done among all variables of both the Brazelton examination and the feeding observation indicated multiple significant correlations among the Brazelton items. Results also indicated significant correlations between several Brazelton examination items and one maternal behavior (looking at infant) during feeding, and between behaviors of the feeding situation. A discussion compares the study findings to results of earlier studies on mother-infant interaction. (SB)

ED 128 088

PS 008 771

Whitley, Esttaya And Others

From Time to Time: A Record of Young Children's Relationships with the Aged. Research Monograph No. 17.

Florida Univ., Gainesville. P. K. Yonge Lab. School.

Pub Date Mar 76

Note—100p.

Available from—P. K. Yonge Laboratory School, 1080 S.W. 11th Street, Gainesville, Florida 32611 (no charge)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Affective Behavior, Changing Attitudes, Death, Diaries, Elementary Education, *Elementary School Students, Emotional Response, Grandparents, *Human Relations, *Learning Experience, *Nursing Homes, Observation, *Older Adults, *Special Programs, Young Adults

Identifiers—*Adopted Grandparents, Aging

This is an informal report of an Adopted Grandparents program begun in 1968 to provide mutually enriching experiences for young children in a classroom and elderly residents in a nursing home. There were 13 adopted grandparents averaging 77 years of age and thirty 6-, 7-, and 8-year-old children. Objectives were to stimulate sharing of talents, knowledge and skills, to encourage caring and helping relationships and to help children recognize and accept the aging process. The children visited the nursing home regularly, wrote letters and read to grandparents, helped plan parties, music, games, and arts and crafts activities and planted a flower garden. A detailed log book was kept which included happenings, conversation and comments of the children, the elderly and the nursing home staff. During the 1974-75 school year a study was conducted to identify the effects of the program on children's attitudes toward the elderly. Pretests and posttests were given to children in the program and to a control group. Although no statistical differences were found between the two groups, it appeared that both the adopted grandparents and the children benefited from the contact and that the experimental group more frequently had attitude changes in a positive direction toward elderly persons. (MS)

ED 128 089

95

PS 008 779

Faulkender, Patricia J. And Others

Generalized Habituation of Concept Stimuli in Toddlers.

Kansas Univ., Lawrence. Kansas Center for Research in Early Childhood Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 15 Sep 73

Contract—NE-C-00-3-0104

Note—28p; For related document, See PS 008 778

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Classification, *Cognitive Development, *Concept Formation, Discrimination Learning, *Early Childhood Education, Preschool Children, Research, *Sex Differences, *Stimulus Generalization, Visual Stimuli

Identifiers—*Habituation

Looking times of 36 children were recorded during subject-controlled presentation of slides in order to determine whether the existence of simple categories in 3-year-olds can be inferred from habituation data, and to determine any sex differences in conceptual generalization of habituation. Habituation was demonstrated over repeated presentation of 6 slides from a single conceptual category (e.g., animals). In an immediate generalization test the six habituated slides were intermixed with 6 unfamiliar, but similar, slides from the same category and 6 slides from a novel category (e.g., fruits). Mean looking times were shortest for familiar slides, longer for categorically similar slides, and longest for categorically novel slides. Females showed generalized habituation from the familiar slides to the categorically similar slides, but looked significantly longer at those from the novel category. Males looked significantly longer at new slides from either the similar or the novel category than at the familiar slides, but on unfamiliar slides did not significantly discriminate between the similar and novel categories. (Author/SB)

ED 128 090

95

PS 008 782

Falsey, Susan Ramsey, Barbara

Interaction Analysis: A Procedure for Assessing the DARCEE Preschool Program.

George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.

Spons Agency—National Coordination Center for Early Childhood Education, St. Ann, Mo.; Office of Education (DHEW), Washington, D.C.

Pub Date [72]

Contract—NPECE-70-006

Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Classroom Observation Techniques, Cognitive Development, Communication (Thought Transfer), Disadvantaged Youth, *Early Childhood Education, *Educational Research, *Interaction Process Analysis, *Peer Relationship, Preschool Children, Preschool Teachers, Program Evaluation, Small Group Instruction, Social Relations, *Student Teacher Relationship

Identifiers—DARCEE, *Demonstration and Research Center Early Education

The purpose of this study was to illustrate the use of an interaction analysis in assessing specific objectives of the Demonstration and Research Center for Early Education (DARCEE) preschool program. A time sampling technique was used to monitor the interactions of 8 children (3 males, 5 females) in two settings in the DARCEE Head Start classroom. Information pertaining to task orientation, verbal content, and use of props within an interaction, in addition to the modality (verbal, physical, gestural) and affect (positive, neutral, and negative) of both initiator and respondent was recorded on a checklist. A series of analyses were performed to determine effects between and within settings on the frequencies and patterns of interactions for three initiator-respondent pairings (child-child, child-teacher, teacher-child). A number of results are presented and discussed. The use of interaction analysis appeared to be successful in achieving the goal, providing systematic assessment of the application of specific DARCEE principles in the classroom. (Author/MS)

ED 128 091

PS 008 783

Brittain, W. Lambert

Analysis of Artistic Behavior in Young Children. Final Report.

Cornell Univ., Ithaca, N.Y. Cornell Research Program in Early Childhood Education.

Spons Agency—National Coordination Center for Early Childhood Education, St. Ann, Mo.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 73

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Art Education, *Art Expression, *Cognitive Development, *Early Childhood Education, Freehand Drawing, *Maturation, Motor Development, Painting, Perception, *Perceptual Motor Coordination, *Preschool Children, Sex Differences, Teacher Role, Teaching Methods

Identifiers—*Copying Ability

This a report of several studies of children's artistic behavior carried out at Cornell University

with 3- to 5-year-old nursery school children. The studies involved: (1) taping comments children made while painting at nursery school; (2) determining if there was a difference in difficulty between two- and three-dimensional representations; (3) seeing whether giving a child an opportunity to handle an object before drawing it affected the finished drawing; (4) training children in copying a square to see if improvement could be brought about; (5) studying the relationship between matching, recognition, tracing and copying of geometric forms; (6) determining whether meaningfulness of a form affected children's ability to copy it; (7) comparing children's drawing and writing ability; (8) comparing children's drawing of geometric forms on various shaped backgrounds; (9) determining the effect of selected experiences upon children's drawing; and (10) making videotapes of children using art materials. Implications include the importance of the teacher as a catalyst in the drawing process, especially if the teacher is a non-interfering one; the greater importance of process rather than product to the child; the clear developmental differences between 3-year-olds and 4-year-olds. It is suggested that little can be done to speed up or change a child's ability or developmental level in artistic expression. Improved drawing ability seems to result from something other than improved motor coordination or perceptual skill. (MS)

ED 128 092 PS 008 785

Edelman, Murray S.

Peer Group Formation in Young Children: Perception. Final Report.

Pub Date [72]

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cognitive Processes, *Early Childhood Education, Elementary School Students, Environment, *Group Structure, Kindergarten Children, Organization, *Peer Groups, *Perception, Perception Tests, Preschool Children, Sex Differences, *Social Behavior

Identifiers—*Dominance Hierarchy, Ethology, *Piaget (Jean)

This study is an attempt to integrate two theoretical approaches in child development: ethology and cognitive theory. An ethological approach suggests that children structure their social world hierarchically and are emotionally involved in perceiving and participating in interactions involving dominance. It is through this involvement that children may be getting important experience for the development of the cognitive operation of transitivity. (Author/MS)

ED 128 093 PS 008 786

Wahab, Zaher

Infant and Early Childhood Education and Socialization in Sweden.

Pub Date 13 Apr 76

Note—13p.; Paper presented at the Annual National Conference of the Association for Childhood Education International (Salt Lake City, Utah, April 13, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Organization, *Child Care Centers, Community Responsibility, *Day Care Programs, *Early Childhood Education, Educational History, Educational Objectives, Family Day Care, Financial Support, *Foreign Countries, *National Programs, Parent Attitudes, Socialization, Staff Role

Identifiers—*Sweden

This paper describes early childhood education programs in Sweden, focusing on their history and development, administration, goals and objectives, admissions policies, structure, expenditures, program of activities, facilities, staffing, daily routine, problems and criticisms. Beginning in 1902, legislation provided for the care of abused and foster children. Government involvement increased steadily, blossoming in the 1960s and '70s when labor shortages, increased interest in women's roles and emphasis on enrichment of the preschool environment led to the establishment of a law requiring municipalities to offer free preschool services. Day care administration presently starts at the national level with the Ministry of Health and Social Welfare. Individual child centers are run by municipalities, which, though fairly autonomous, must implement state decisions and regulations. The theoretical base of preschool education in Sweden is a combination of theories and practices from Germany, Britain,

and the U.S. In addition to meeting the needs of children, centers are designed to meet parental needs. The centers also serve the society's goal of eliminating class distinctions. Many center staff members are politically radical and ideologically oriented in their work at the centers. Different forms of child care are available with the daghem, or day home, being the most common and structured. Problems in the system include high staff turnover, inadequate coordination between the centers and educational institutions, and a lack of parental involvement. Criticisms include concern over the amount of time children spend at the centers, and differing views as to the role of the centers. (SB)

ED 128 094 95 PS 008 800

Henderson, Ronald W. And Others

Arizona Center for Early Childhood Education. Final Report, 1966 - 1972.

Arizona Univ., Tucson. Arizona Center for Early Childhood Education.

Spons Agency—National Coordination Center for Early Childhood Education, St. Ann, Mo.; Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—46p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Compensatory Education Programs, Cultural Disadvantage, Cultural Pluralism, Disadvantaged Youth, Dropout Rate, *Early Childhood Education, *Educational Disadvantage, Environmental Influences, Ethnic Stereotypes, Intellectual Development, Intervention, *Learning Processes, Learning Readiness, Low Achievement Factors, *Mexican Americans, *Minority Group Children, Parent Participation, Reading Readiness, Role Models, Socialization, Social Reinforcement, Teaching Models

Identifiers—Arizona Center for Early Childhood Education, Project Follow Through, *Tucson Early Education Model

The history and accomplishments of the Arizona Center for Early Childhood Education from its founding in 1966, as a component of the National Laboratory on Early Childhood Education, to its reorganization in 1972, as the Arizona Center for Educational Research and Development, are presented. The Arizona Center originated with a commitment to the systematic analysis, continued development, validation and modification of a new, existing program. The Tucson Early Education Model was a 3-year program on the intellectual development of young Mexican-American children, conducted in response to a high rate of school dropouts. A new educational program was evolved and gradually implemented in 68 classrooms, grades 1-3, in eight Tucson public schools. Four instructional goal areas were emphasized: (1) language development, (2) intellectual base, (3) motivational base, and (4) societal arts and skills. Initial research efforts of the Arizona Center attempted to study the effects of basic learning variables associated with the Tucson Early Education Model, such as modeling and discrimination. These studies later led to a formalized program of research, comprising three basic areas of study: (1) intellectual skills, (2) environmental influences, and (3) instructional methods and techniques. In the area of intellectual skills, sequential memory ability was shown to be influenced by stimuli grouping. In the environmental area, influences of socialization on intellectual performance were investigated. The concluding section, on research-practice interaction, covers curriculum evaluation, open classrooms, parent child training and models for educational decision making. (BF)

ED 128 095 PS 008 801

Jordan-Marsh, Maryalice Fauvre, Mary

Providing Quality Child Development Programs: How to Begin.

Pub Date 13 Mar 76

Note—17p.; Paper presented at the California Association for the Education of Young Children Conference (Sacramento, California, March 13, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Child Development Centers, Community Resources, Community Services, *Early Childhood Education, Health Services, Objectives, Parent Participation, *Program Develop-

ment, *Program Evaluation, *Program Planning, Social Services

Steps involved in developing a high quality child development program are outlined and discussed briefly. They are: (1) determining what kind of program to provide (information and referral, family-centered, community-centered or a combination); (2) establishing priorities (a priority checklist is included); (3) identifying existing resources in the community such as counseling, health, nutrition and social welfare services; (4) trying it out: planning for staff development, parent involvement and documentation as a means of feedback and evaluation; and (5) building a program-reviewing process and developing a mechanism for introducing new ideas and expanding existing services to meet the needs of the people participating in the program. (MS)

ED 128 096 PS 008 802

Takanishi, Ruby

Evaluation for Program Development: A Primer for Staff and Parents in Child Development Programs.

Pub Date 13 Mar 76

Note—21p.; Paper presented at the California Association for the Education of Young Children Conference (Sacramento, California, March 13, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bibliographies, *Child Development, *Early Childhood Education, Educational Objectives, *Evaluation Methods, Formative Evaluation, *Guides, Measurement, Measurement Techniques, Parent Participation, *Program Development, *Program Evaluation, Staff Role, Summative Evaluation

This primer is designed to provide an introduction to evaluation and its potential value in assisting staffs and parents to provide high quality child development programs for young children. A discussion of two types of evaluation (summative and formative) is followed by a step-by-step program for formative evaluation which includes (1) making a commitment to program improvement, (2) deciding on the focus of evaluation, (3) stating goals and objectives, (4) collecting relevant information, and (5) using the information for program improvement. Useful references are cited for each topic. A bibliography of evaluations of child development programs, and a listing of selected sources for measurement techniques and instruments are also included. Appended are the Spodek framework for analyzing programs and a formative evaluation summary worksheet. (MS)

ED 128 097 PS 008 803

Arco, Christina M. Self, Patricia A.

The Effects of Predominant Neonatal State Upon the Neonate-Mother Feeding Interaction.

Pub Date Apr 76

Note—14p.; Not available in hard copy due to marginal legibility of original document; Paper presented at the Biennial Southeastern Conference on Human Development (4th, Nashville, Tennessee, April 15-17, 1976)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Arousal Patterns, Behavior Patterns, *Infant Behavior, *Infants, Interaction Process Analysis, Measurement Techniques, *Mother Attitudes, *Mothers, *Parent Child Relationship, Visual Stimuli

Identifiers—Infant Feeding, *Neonates

This paper explores the effects of infant predominant state of arousal upon very early mother-infant interaction, through observation of a group of 20 healthy 3-day-old nursery roommates and their mothers during hospital feeding sessions. In an experimental procedure involving a modified time-sampling technique, two observers simultaneously recorded the occurrence of an array of variables on printed, precoded forms. In addition to infant initial and predominant state, behaviors observed included a variety of maternal and neonatal behaviors. Repeated measures analyses of variance were performed for the dependent variables, with significant differences obtained for specific infant sucking behaviors, maternal stimulation behaviors and social-visual behaviors. Infant predominant state, in the earliest interactions, appears to be a very strong predeterminant of maternal behavior and of neonate-mother interaction. The comparison of group differences in patterns of neonate-mother interaction reveals the predominance of social in-

teration for alert neonates and their mothers, while the feeding process itself was predominant for sleepy neonates and their mothers. It is suggested that effects of infant predominant state have profound implications for the development of the early mother-infant relationship, particularly when feeding is done under restrictions of hospital schedules. Possible advantages are seen in rooming-in accommodations for mother and neonate. (BF)

ED 128 098 PS 008 804
Doctors and Dollars Are Not Enough: How to Improve Health Services for Children and Their Families.

Washington Research Project, Cambridge, Mass. Children's Defense Fund.
Pub Date Apr 76
Note—119p.

Available from—Children's Defense Fund, 1520 New Hampshire Avenue, N.W., Washington, D. C. 20036 (Paper, \$4.00)

Document Not Available from EDRS.

Descriptors—*Child Welfare, Community Health Services, Cultural Differences, *Delivery Systems, Disadvantaged Groups, Early Childhood, *Family Health, Financial Support, Health Education, Health Personnel, *Health Services, Hospitalized Children, Hospitals, Infant Mortality, Nutrition, Outreach Programs, Pregnancy, *Preventive Medicine, *Primary Health Care, Rural Clinics

Identifiers—*Children's Defense Fund

This review of child health care services examines some comprehensive primary care programs begun in the past decade throughout the U.S. and explains in simple language current thinking about the organization of health care for children. It is noted that loss of support may threaten certain currently successful programs, and that a great need exists for public support in the reorganization and expansion of comprehensive health care programs, particularly for disadvantaged groups. The book's focus is on primary care, which includes the majority of health services needed by children and is seen as an area of great disparity in access to and quality of service, particularly for disadvantaged groups, both rural and urban. Summarized are research findings on: financing of and access to health care; organization of health services; manpower constraints; and ties between the health system and related concerns such as food, housing, jobs and education. Suggestions are made for effective advocacy of health care reform. In surveying health care costs over the past 10 years, the report states that those programs which have alleviated problems of access and provided comprehensive services have also dealt most successfully with escalating costs. It was found that, when access to health facilities is eased, there is an increase in the use of preventive services. Appendices include a bibliography, a list of resources on health recordkeeping issues, and types of health services and existing Federal programs for children and expectant mothers. (BF)

ED 128 099 PS 008 805
Seelig, Jerome M.

The Cultural Dimension in Learning and Child Development: New Policy Implications. Working Paper Series No. 12.

American Jewish Committee, New York, N.Y. Inst. on Pluralism and Group Identity.
Pub Date Aug 75
Note—22p.

Available from—Institute on Pluralism and Group Identity, 165 East 56 Street, New York, New York 10022 (Working Paper Series, Number 12, \$1.00, discount on quantity orders)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Biculturalism, Bilingual Education, Child Care Centers, Child Development, Cultural Disadvantage, *Cultural Environment, *Cultural Pluralism, Early Childhood Education, Educational Environment, *Educational Policy, Elementary Education, *Ethnic Groups, Family Background, Intergroup Relations, *Minority Group Children, Minority Groups

Prepared for presentation to a "Consultation on the Cultural Dimensions of Learning and Development in the Young Child," this paper offers a series of policy recommendations as a guide to implementation of child service programs that are sensitive to cultural and group identity influences. The terms "ethnicity,"

"identity" and "culture" are defined, and it is emphasized that professionals must understand the culture of young children and their families and the way that culture diverges from the values and culture of public institutions. The bulk of the paper consists of specific policy recommendations for each of the following groups: researchers, child welfare agencies and professionals, employers and labor unions, government, training institutions, the media, schools, child/day care programs, and consumers (including children, parents, community, and ethnic or special interest groups). (BF)

ED 128 100 PS 008 807
Durfee, Joan T. Klein, Robert P.

Patterning of Infants' Prior Separation Experience in Relation to Later Separation Reaction.

Pub Date Apr 76
Note—14p.; Paper presented at the Biennial Southeastern Conference on Human Development (4th, Nashville, Tennessee, April 15-17, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Attachment Behavior, *Behavioral Science Research, Caucasians, *Emotional Response, *Infant Behavior, Infants, Middle Class, Mothers, *Parent Child Relationship, Research

Identifiers—*Separation Anxiety

The purpose of this study was to investigate whether or not infants who had experienced different types of naturally-occurring, significant separations from an attachment figure during the first year of life differed in their response to separation at 12 months of age. Thirty-three 12-month-old Caucasian infants from middle class, intact families were divided into three groups on the basis of the frequency/duration patterning of brief, nontraumatic separations from the mother during their first year. One group of infants had experienced separation only when their parents left them occasionally with a babysitter (as for an evening); a second group had experienced one or two separations of relatively long duration (when parents went on vacation); a third group had experienced frequent regularly-scheduled separations of short duration (when mothers worked or attended school). Subjects' response to separation from and reunion with the mother was assessed at 12 months of age. No differences between groups in mean response were found. The data suggest that brief separations from a primary attachment figure need not have deleterious effects if an infant is provided with high-quality substitute care. (Author/MS)

ED 128 101 PS 008 811
Metalitz, Beatrice R.

A Comparison of Teacher Attitude Toward Two Methods of Identifying Children with Learning Problems: Informal Observation and Structured Observation.

Pub Date May 76
Note—172p.; Ph.D. dissertation, Walden University; Appendix D has been removed

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Diagnostic Tests, *Early Childhood Education, *Identification, Identification Tests, Kindergarten, Learning Difficulties, *Learning Disabilities, Measurement Instruments, Observation, *Preschool Teachers, Remedial Instruction, *Teacher Attitudes, Teacher Role

Identifiers—Maryland (Montgomery County), *Maryland Systematic Teacher Observation Instrument, MSTOI

This dissertation study examined the hypothesis that kindergarten teachers in Rockville, Maryland, perceive that they can identify children with potential or actual learning disabilities as effectively by informal observation techniques as by the use of the structured Maryland Systematic Teacher Observation Instrument (MSTOI). A survey instrument was developed for the collection of data. Analyses were made of the information in the responses for frequency, percentages, and significant differences. The findings indicated that 95 percent of the teachers perceived themselves as competent to identify children with learning problems by informal observation. The study compared attitudes toward the effectiveness of the two methods of identification. A chi-square of 2.53 was found, which was not significant at the .05 level of significance, with 1 degree of freedom. Thus, the major hypothesis was supported. Analysis of related factors revealed per-

ceptions of advantages and disadvantages of the two methods. It was recommended that resources be redirected toward delivery of services to children and that the structured observation instrument be revised. The document includes a review of literature related to learning problems and the role of the kindergarten teacher in diagnosis and remediation. Appendixes are materials and instruments used in the study, an example of the chi-square analysis, and a selected bibliography.

ED 128 102 PS 008 812
Mobley, Charles F.

A Comparison of the Effects of Multiage Grouping Versus Homogeneous Age Grouping in Primary School Classes of Reading and Mathematics Achievement.

Pub Date 23 Apr 76
Note—114p.; Practicum report, submitted in partial fulfillment of requirements for Doctor of Education degree, Nova University

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Academic Achievement, Elementary School Mathematics, Elementary School Students, *Grouping (Instructional Purposes), *Heterogeneous Grouping, *Homogeneous Grouping, Intelligence, Interviews, Literature Reviews, Nongraded Classes, Parent Participation, *Practicums, *Primary Education, Program Design, Program Evaluation, Reading Achievement, Self Concept, Socioeconomic Status, Student Grouping, Teacher Characteristics, Teacher Qualifications

The purpose of this study was to compare the effects of multiage and homogeneous age methods of grouping pupils for classroom instruction in the primary department of Beaverbrook Elementary School in Griffin, Georgia. Results were expected to aid the staff in developing a more comprehensive and functional nongraded school. The controlled variable was the method used in grouping pupils. Six homogeneous age and seven multiage classes were established with pupils in their first, second and third years of school. Both groups were pretested and posttested in reading and mathematics achievement and self-concept. First-year pupils' achievement gain was significant at the 0.03 level in favor of the multiage group. Pupils in their second and third years of school showed no significant gain in reading achievement; however, the mathematics gain favored the homogeneous age group and was significant at the 0.02 level. Self-concept gain was significant at the 0.02 level in favor of the multiage group. The data were computed from a random sample of 120 pupils, approximately one-third of the population. A comparison of the two methods of grouping indicated the multiage method to be more appropriate for primary students in the school. A review of selected literature on grouping is included in the document. (Author/MS)

ED 128 103 PS 008 814
Brenner, Mark

The Effects of Sex, Structure, and Social Interaction on Preschoolers' Make-Believe in a Naturalistic Setting.

Pub Date May 76
Note—53p.; Master's Thesis, University of Illinois

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Caucasians, *Classroom Environment, Cognitive Development, Day Care Programs, *Early Childhood Education, Educational Equipment, Educational Research, Middle Class, Observation, Play, *Preschool Children, *Pretend Play, Sex Differences, *Sex Role, Social Development, *Social Relations

Identifiers—*Piaget (Jean)

This study examined the effects of sex, structure, and social interaction on 18 white middle class children, nine boys and nine girls, attending a daycare center. The children were observed over a 6-week period during a 2 1/2-hour free-play time. Results showed that both sexes equally apportion all types of free-play time behavior, show the same amount of make-believe play, and identically utilize a given play area (such as householding or blocks/trucks) for make-believe. Different play areas generated different amounts of make-believe, with the household areas generating the most make-believe. In addition, make-believe in the household area was found to elicit a greater proportion of social interaction than other types of behavior and other play areas. The only sex difference found was that boys engage in more make-believe than girls in nonstruc-

tured areas like open floor spaces. It is suggested that these findings seem to disconfirm various modeling hypotheses. Educational implications of the findings are discussed. (MS)

ED 128 104 PS 008 815

Greene, John
Experimental Bicultural Early Childhood Program. Annual Evaluation Report.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jun 75

Note—25p.; Filmed from best available copy

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavior Development, *Biculturalism, *Bilingual Education, *Early Childhood Education, Evaluation Methods, Parent Participation, *Preschool Children, Preschool Tests, *Program Evaluation, Rating Scales, School Readiness Tests, Screening Tests, *Spanish Speaking

Identifiers—*Bridgeport Connecticut Public Schools, Elementary Secondary Education Act Title III, ESEA Title III

This document presents the evaluation design and findings of the second year of operation of the Experimental Bicultural Early Childhood Program, an Elementary and Secondary Education Act (ESEA) Title III project operating in Bridgeport, Connecticut. The major objectives of the program were: (1) to facilitate the development of school readiness skills for 3- and 4-year-olds in the Pre-Kindergarten component of the program; (2) to promote maturational growth and development of certain skills with 3-year-olds through parental orientation and training in the home, and to make available to families educational toys and other materials, using the child's dominant language; and (3) to provide a Kindergarten experience for children who participated in the program the previous year, and to promote readiness for a formal learning situation in terms of commonly accepted learning readiness skills. The target population was approximately 65% Spanish-speaking. The evaluation technique, process and sequence, and the results, are presented, discussed, and analyzed. (MS)

ED 128 105 PS 008 817

Miyakawa, Hiroko Restaino, Lillian C. R.

The Effects of Mnemonic Training on Five- and Ten-Year-Old Children.

Pub Date Apr 76

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cognitive Processes, Elementary Education, *Elementary School Students, Learning, Memorizing, Middle Class, *Mnemonics, Pattern Recognition, Reaction Time, *Reinforcement, *Retention Studies, *Training, Verbal Stimuli, Visual Perception

Two experiments evaluated the effects of mnemonic training upon 5- and 10-year-old children's learning and retention of patterns at varying intervals. Subjects were 172 middle class children evenly distributed across the two age groups. Experiment I investigated the effects of individual strategies (perceptual exploration, organization of distinctive features, or verbal cues) and reinforcement on retention by children of both age levels after a 3-minute interval. Experiment II investigated the effects of a constant sequence of all three strategies (perceptual exploration, organization of distinctive features, and verbal cues, in that order) and reinforcement on retention after 3-minute, 1-week, and 1-month intervals. Item recognition and reaction times were recorded for all recognition tests. The results indicated that training in both individual strategies and a sequence of strategies facilitated 5- and 10-year-old children's retention of patterns at all intervals. Reinforcement at the time of training was found to be effective in the retention of patterns. Item recognition diminished with lengthening intervals, but decreases were smaller for trained groups. The 10-year-old children had shorter reaction times than did 5-year-old children. Implications for classroom learning are noted briefly. (Author/MS)

ED 128 106

Patterson, Diane Scott

Social Ecology and Social Behavior: The Development of the Differential Usage of Play Materials in Preschool Children.

Pub Date Apr 76

Note—16p.; Paper presented at the Biennial Southeastern Conference on Human Development (4th, Nashville, Tennessee, April 15-17, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Aggression, *Classroom Environment, Environmental Influences, Group Behavior, Instructional Materials, *Interaction Process Analysis, Observation, *Play, *Preschool Children, *Preschool Education, Sex Differences, Social Behavior, *Social Relations

Identifiers—Play Materials

A series of three studies investigated the role of play materials in supporting social interactions of nursery school children. Subjects were 14 boys and 11 girls, 4 and 5 years of age, who came from a variety of socioeconomic and racial backgrounds. Observations were made for 16 days, during the free play hour at each of four play centers: art, games, blocks, and dramatic play. The first observational study indicated that, for 4- and 5-year-old children (1) assertive-disruptive interactions occurred most frequently in block play center and least frequently in the art; (2) boys were more often involved in assertive-disruptive interactions than were girls. A second observational study confirmed these results for 4- and 5-year-old children, but not for 1- and 2-year-olds who were also observed. In the third study, available play materials were experimentally manipulated for groups of boys and girls. The behavior of the girls was as expected. The boys, however, showed more assertive-disruptive behavior in art than in blocks. This result is interpreted as supporting the view that the effect of play setting on social interaction is not intrinsic to the play materials but depends upon the child's expectations and knowledge of the situation. (Author/MS)

PS 008 821

RC

ED 128 107

Roessel, Robert A., Jr., Ed.

Indian Education and the Classroom Teacher.

Arizona State Univ., Tempe. Indian Education Center.

Report No—BE-522

Pub Date 61

Note—321p.; Papers from "Indian Education Workshop," second session of summer school at Arizona State University (Tempe, Arizona, 1961). Page 47 will not reproduce completely

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, Acculturation, *American Indians, Bilingual Education, Bilingualism, College Students, *Cultural Awareness, Cultural Background, Dance, Doctoral Theses, *Educational Development, Elementary Secondary Education, History, Language Research, Music Appreciation, Reading Development, *Resource Materials, Second Language Learning, *Student Research, Tribes, Verbal Ability, *Workshops

Identifiers—*United States (Southwest)

The 12 participants of Arizona State University's annual graduate workshop in Indian Education were public school teachers, a superintendent, and a student in social work. Prepared by the participants, these 13 papers relate directly to the American Indian's education: "Education for What?", "San Carlos Apache Indians", "The Pima", "The History and Culture of the Havasupai Indians", "Back to School With the Apache Indians", "The Mohave Indians", "Navajo Culture", "An Indian Dance Unit", "Arizona Indian Music", "Developing a Background for Reading Experiences", "Resume of Remarks Presented by Guest Speakers", "Summary of Three Doctoral Dissertations", and "Summary of Select Articles on Indian Education". The three dissertations which are summarized are: "Shonto: A Study of the Role of the Trader in a Modern Navajo Community" (1958), "The Hispanic Acculturation of the Gila River Pimas" (1955), and "Patterns of Communication and the Navajo Indians" (1954). The 11 articles which are summarized deal with

such topics as bilingual education, learning a second language, school achievement, effect of language on verbal expression and recall, Sioux education, acculturation, Indian students in college, teaching a foreign culture, comparisons of monolinguals and bilinguals in a verbal task performance, and bilingualism and retardation. (NQ)

ED 128 108

RC 004 154

Trudeau, Gertrude

Atokanan.

Department of Indian Affairs and Northern Development, Ottawa (Ontario).

Pub Date Jun 69

Note—37p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*American Indian Languages, *Bilingual Education, Childrens Books, Cultural Background, English (Second Language), Illustrations, Instructional Materials, Junior High School Students, *Legends, Proverbs, *Reading Materials, *Student Developed Materials

Identifiers—*Sioux (Dakotas), *South Dakota (Pine Ridge Reservation)

Five Ottawa legends and three sayings are given in the bilingual reader (Ottawa and English). The legends are entitled: (1) "Odawa" ("Ottawa"), (2) "Agon Enjipmashit" ("Why the Snow Blows"), (3) "Gigohik Enjiwawisowat" ("Why the Fish Have Names"), (4) "Piche" ("The Robin"), and (5) "Nanabush" ("Nanabush"). Prepared for junior high school students, the reader was illustrated by students. (NQ)

ED 128 109

RC 004 977

Malan, Vernon D.

The Dakota Indian Family. Community Studies on the Pine Ridge Reservation. South Dakota Agricultural Experiment Station Bulletin 470, May 1958.

South Dakota State Univ., Brookings. Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No—SD-AES-Bull-470

Pub Date May 58

Note—72p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Acculturation, Community Change, *Community Study, Cultural Events, *Cultural Factors, *Family (Sociological Unit), Family Characteristics, Family Structure, Group Membership, Local History, Marriage, Moral Values, *Reservations (Indian), Sex Role, Social History, Sociocultural Patterns, *Socioeconomic Influences, Tribes

Identifiers—*Sioux (Dakotas), *South Dakota (Pine Ridge Reservation)

The traditional kinship organization of the Dakota Indians was compared with contemporary patterns of family living on the Pine Ridge Reservation. Effects of the cultural change on the economic and social conditions of the present day Pine Ridge Indians were evaluated. The study revealed remnants of the traditional kinship pattern and the nature of the changes which had taken place in the family organization during the transitional process, and offered suggestions to guide the direction of future change on the reservation. Three communities, located in a contiguous area on the Pine Ridge Reservation, were characterized as traditional, transitional, and transpositional. During the summers of 1956 and 1957, information on 86 families from these communities was gathered, using a series of previously prepared questions. Among the findings were: the traditional community had the smallest average family size and number of children per family and had most nearly retained elements of the Dakota kinship pattern; in the transitional community, over half of the families were broken by divorce, separation, or death; the transpositional community had the largest average family size and number of children per family and had most fully accepted a non-Indian family system resembling that in non-reservation areas; and although changes in Dakota culture were tremendous, many child-rearing practices and sharing patterns were retained. (NQ)

ED 128 110

RC 005 860

Anderson, Kenneth E. And Others

The Educational Achievement of Indian Children. A Re-Examination of the Question: How Well Are Indian Children Educated?

100 Document Resumes

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date Mar 53

Note—130p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Academic Achievement, *American Indians, Boarding Schools, Caucasian Students, Comparative Analysis, Cultural Differences, Day Schools, *Diagnostic Tests, *Educational Testing, Geographic Regions, Grade 8, Grade 12, Public Schools, Reading Ability, Secondary Education, *Statistical Data, Test Results, Vocabulary Skills, Writing Skills. Designed to complete a cycle begun in 1946, the 1950 Service-Wide Testing Program examined the progress and achievement made by American Indian students in various educational situations, and the factors thought to affect their educational development. Tests were administered to all students in grades 8 and 12 enrolled in day, mission, public, nonreservation boarding, and reservation boarding schools located in nine geographic areas—Alaska, Dakota, Mountain, Navajo, Oklahoma, Pacific, Pueblo, Southeast, and Southwest. The tests included: Pressey Diagnostic Reading, Grades 3-9, Form A; Arithmetic-Factor Abilities, Form USIS-FA-A-1-47; Free Writing Test, Form C, USIS-FWA-C-48; Use of Resources—USIS-3-46; Pressey English, Grades 5-8; Gates Basic Reading, Grades 3-8; Orleans Arithmetic Computation, Form I, Grades 3-8; and Health and Safety—USIS-HS-A-47. These tests were not all administered in both grades. The mean, standard deviation, plus one standard deviation, and minus one standard deviation were calculated for 360 distributions. Data were also obtained on the student's degree of Indian blood, language spoken at home, home stability, place of residence, kinds of friends, late entrance to school, size of school attended, regularity of school attendance, and academic ambition. It was found that as the cultural and educational backgrounds of Indian children became more like those of white children in the public schools, the educational achievement of Indian children matched that of white children more closely. (NQ)

ED 128 111 RC 006 246

Kelly, Roger E. Cramer, John O.

American Indians in Small Cities: A Survey of Urban Acculturation in Two Northern Arizona Communities. Rehabilitation Monographs No. 1. Northern Arizona Univ., Flagstaff.

Pub Date 66

Note—92p.

Available from—Inter-Library Loan, Northern Arizona University, Flagstaff, Arizona 86001

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Acculturation, American Indians, *Attitudes, Citizen Participation, Comparative Analysis, Demography, Economic Factors, Employment Patterns, Housing Patterns, *Inter-group Relations, Literature Reviews, *Non-reservation American Indians, Questionnaires, Residential Patterns, *Socioeconomic Influences

Identifiers—*Arizona (Flagstaff), *Arizona (Winslow)

Urban acculturation of American Indians in Flagstaff and Winslow, Arizona was surveyed. Demographic data were obtained from Bureau of Census publications and unpublished maps and statistical tables. Sociological data included research on employment patterns, housing, economic impact of Indian consumers, and settlement patterns within urban centers. Anthropological information was gathered on inter-group attitudes, view of city living by Indian residents, acculturative processes obtained in the city as shown by participation in town life, and descriptive categories of Indian urban residents. Interviews were conducted with about 50 non-Indians in employment, housing, business, and other professions (35 were from Flagstaff) and about 45 Indian residents (10 were from Winslow). Additional data sources for all three areas were newspaper articles, field observations, and participation in various events involving Indian residents. Findings included: more Navajos resided in both communities than Hopis and other tribal groups; although Indian residents were found in nearly every employment category, many were unskilled or semi-skilled workmen; the reservation-based consumer trade was quite important to the economies of both towns; and Indian residents

disliked such aspects of city living as available housing and money needed for daily life. (NQ)

ED 128 112 RC 006 681

Heizer, Robert F., Ed. And Others

Notes on Northern Paiute Ethnography: Kroeber and Marsden Records.

California Univ., Berkeley.

Spons Agency—Jon and Francesca Wiig Grant for Research in Great Basin Anthropology.

Pub Date 72

Note—63p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—American Indian Culture, *American Indians, Autobiographies, *Cultural Background, Cultural Context, Cultural Events, *Ethnology, *Folk Culture, Language Research, Legends, *Mythology, *Oral History, Religion, Social History

Identifiers—Kroeber (A L), Marsden (W L), *Paiutes

While practicing medicine in the Harney Valley of southeastern Oregon, Dr. W. L. Marsden became interested in the language of the Northern Paiute Indians. From 1891 until his death in 1913, he collected linguistic material. His principal informant and teacher was "Patotzi", known as Captain Louey or Captain Louey Crook. A member of the Wadatikka band of Northern Paiute, Louey was known as a good story-teller among his own people. As the volume of material increased, Marsden turned to the faculty of the Department of Anthropology, University of California - Berkeley, for guidance. Professor A. L. Kroeber was a member of the faculty. In 1914, Professor Kroeber asked Gilbert Natches, a native speaker of Northern Paiute from Pyramid Lake, Nevada, to help him complete Dr. Marsden's work. However, Natches spoke a slightly different dialect than Louey and was, therefore, unable to follow the narrator's style. He did provide his own original data. This publication consists of 59 documents obtained from translations accompanying the texts recorded by Marsden from Louey and by Kroeber from Natches. These documents have been literally translated using the best English possible. Some explanatory notes have been added to some of the translations. The documents include Louey's autobiography, myths, songs, stories, accounts of various Paiute rituals, and religious prayers. (NQ)

ED 128 113 RC 009 349

Parker, Douglas V.

Language Policy and Indian Education. Research Report.

Alberta Northern Development Group, Edmonton; Alberta Univ., Edmonton.

Pub Date Apr 75

Note—82p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*American Indians, *Bilingual Education, Cognitive Development, Community Attitudes, *Educational Policy, Elementary Education, English (Second Language), *Language of Instruction, Language Research, Language Role, *Literature Reviews, Models, Parent Attitudes, Reading Instruction, Socioeconomic Influences

Identifiers—Alberta

Any decisions regarding the language of instruction will have long-term effects on the child's life both during and after his school years. Unfortunately, language is only one facet of the total problem. In any discussion of education involving people who are culturally and linguistically different, various factors come into play, factors which enjoy an interlocking type of relationship rendering isolation of a single element difficult. These include language, community, socioeconomic status, as well as parental and community attitudes to education. To some extent it is necessary to deal with these factors in order, ultimately, to be able to make intelligent, informed decisions about language policy in the schools of Northern Alberta. This study reviewed the literature pertaining to the question of whether to begin instruction of elementary school children in English using an English as a second language program or to use the Native language for instruction initially, with English gradually introduced. Topics covered are: place of language in education, factors affecting the choice of language for use in the school, bilingual education models, opinion regarding the language of in-

struction, factors affecting the bilingual child's education progress, language problems and the school, and language policy and the reading process. It would appear that there is greater long term advantage in beginning the school program in the child's dominant language. (Author/NQ)

ED 128 114 RC 009 377

Coleman, A. Lee

Status Projections of Low-Income Youth in the U.S.A.: Changes Over Time and a Look to the Future.

Kentucky Univ., Lexington. Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No—KY-AES-819; Sem-15

Pub Date Aug 76

Note—17p.; Paper presented at Seminar 15, "Rural Youth: Human Resource or Human Burden?" of the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Aspiration, Age Differences, Career Choice, Caucasians, *Economically Disadvantaged, Elementary Secondary Education, Expectation, Longitudinal Studies, Minority Groups, Mothers, Negroes, *Occupational Aspiration, Racial Differences, Research Methodology, Rural Urban Differences, *Rural Youth, Sex Differences, *Southern States, Synthesis

Identifiers—Appalachians, Status Projections, *United States, *World Congress of Rural Sociology (4th)

Based upon the unpublished data of a study focusing upon the status projections of low-income youth from seven southern states (rural white Appalachians, rural blacks, inner-city urban blacks, and poor urban whites from one state), this paper synthesizes a longitudinal analysis of status projections. Baseline data (1969) derived from 1,500 fifth and sixth grade children and their mothers are compared with data obtained after a social intervention experiment in 1971 (a subsample of mothers involved in a series of lesson/discussions on helping children with career planning) and with data derived from 1975 interviews with the same respondents. Additionally, 1975 data on new samples of fifth and sixth grade students are compared. Among the major questions addressed are: rural-urban differences; sex differences; racial differences; differences between the economically disadvantaged and others; educational and occupational aspirations and expectations. Among the generalized results presented are: youth from deprived backgrounds now have aspirations as high or higher than others, with low income preadolescents projecting aspirations as high as those of the affluent youth, blacks higher than whites, girls higher than boys, and rural about as high as urban; and status projections decline substantially from pre- to late adolescence but are still unrealistically high. Finally, this paper presents questions relative to the purpose and value of this kind of rural research. (JC)

ED 128 115 RC 009 378

Falk, William W.

The Sociology of Knowledge and Contextual Effects: Reality Construction in Rural Schools.

Louisiana State Univ., Baton Rouge. Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No—LAES-1231R; LAES-H-1780; Sem-15

Pub Date Aug 76

Note—32p.; Paper presented at Seminar 15, "Rural Youth: Human Resource or Human Burden?" of the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Definitions, Humanization, *Literature Reviews, *Research Methodology, *Rural Areas, Rural Schools, Rural Youth, Social Structure, *Sociology, *Theories

Identifiers—Ethnomethodology, Phenomenology, *United States, *World Congress of Rural Sociology (4th)

Introducing the concept of phenomenology (concern with consciousness, objects of consciousness, possibilities, and a return to "things") supported by ethnomethodology as a viable approach to rural sociology, this paper presents: (1) a brief review of selected articles discussing the

conceptualization of "rural"; (2) certain principles in the sociology of knowledge which have epistemological implications for both rural sociology method and substance; (3) a brief discussion on certain aspects of Husserl's and Schutz's phenomenology and Garfinkel's ethnomethodology as relative to rural sociology; and (4) rural schools as a case in point where analysis might be enriched via a sociology of knowledge-phenomenological-ethnomethodological approach concerning itself with "reality construction". Since ethnomethodology is concerned with the immediately observable social situation, a central concept posited is that ethnomethodology calls into question the normative organizational focus of rural sociology as exemplified in the study of social structure. Emphasizing the difference between objective and subjective reality, rural schools and reality construction are discussed in terms of reality differentials, transmission, and reaction and internalization. Essentially, this paper calls for a humanistic sociology; wherein, researchers open their eyes to the world with a "natural attitude" and perceive the world as an ongoing accomplishment rather than as a "taken for granted facticity". (JC)

ED 128 116

RC 009 379

Schwarzweller, Harry K.

Career Orientations of Rural Youth and the Structuring of Ambition: A Comparative Perspective.

Report No.—Sem-15

Pub Date Aug 76

Note—37p.; Paper presented at Seminar 15, "Rural Youth: Human Resource or Human Burden?" of the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Attitudes, *Career Planning, *Comparative Analysis, High School Students, Income, *Occupational Choice, Promotion (Occupational), *Rural Youth, Security, Service Occupations, Sex Differences, Social Mobility, Social Services, Socioeconomic Status, Surveys, Tables (Data)

Identifiers—*Norway, United States, *World Congress of Rural Sociology (4th)

Comparing survey responses of U.S. rural youth (1,142 males and 1,148 females) with those of Norwegian rural youth (660 males and 650 females at the comprehensive school level and 237 males and 192 females at the secondary level), youth career orientations were analyzed in terms of career desiderata and sex differentials, social class origins, and career plans. The variables employed were: achievement-advancement; security; work with people; service to society; hard work; and money. The questionnaire included 11 sets of 3 alternatives from which the single most desirable condition was chosen in each set. Results indicated: the sex-role factor accounted for an enormous amount of the observed variability in the patterning of career desiderata among rural youth in both societies and in much the same way; social class origin contributed little to career patterning and the class differential hypothesis was not supported; certain distinctive orientational themes tended to be associated with specified career plans operationalized in status terms, indicating that a general valuational configuration constituted an integral part of the status attainment process (girls were more inclined toward the social aspects of work career and boys toward the extrinsic rewards); in both societies and for both sexes, the service/people theme clearly characterized the orientational pattern of the upwardly mobile. (JC)

ED 128 117

RC 009 380

Broadbent, K. P.

China's Youth Policy.

Report No.—Sem-15

Pub Date Aug 76

Note—18p.; Paper presented at Seminar 15, "Rural Youth: Human Resource or Human Burden?" of the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Agricultural Production, *Change Agents, *Economic Development, *Educational Policy, History, Migration, Policy Formation, Population Growth, Revolution, *Rural Resettlement, *Rural Youth

Identifiers—*China, World Congress of Rural Sociology (4th)

As a central feature of China's current domestic policy, rural resettlement is considered a vital strategy for combating revisionism, consolidating the proletariat dictatorship, restricting bourgeois rights, narrowing differences, strengthening the countryside, and promoting agricultural development. Since rural China has suffered from excessive urban migration, rusticated youth are perceived as the catalytic agents needed to transform the countryside and agriculture. Avoiding the collectivization of the 1958 Commune Movement, rural peasants migrated to the cities where excessive natural increase, the search for a production breakthrough (the Great Leap Forward), and the Sino-Soviet split were causing severe food and infrastructural problems. Consequently, in the early sixties, some 20 million people were transferred to the countryside, and in 1963, the government officially decided to stabilize China's urban population at 10 million. The result of insufficient numbers of youth in rural areas with appropriate training for rural employment, the Cultural Revolution of the sixties revolutionized education in China by emphasizing practical skills and agricultural orientations at the expense of intellectualism. Therefore, the policy of rustication the youth constitutes the core of Chinese economic development, and its success will depend upon whether or not Chinese youth remain in the countryside. (JC)

ED 128 118

RC 009 381

Brown, C. K.

The Ghanaian Rural Youth: Human Resource or Human Burden.

Report No.—Sem-15

Pub Date Aug 76

Note—31p.; Paper presented at Seminar 15, "Rural Youth: Human Resource or Human Burden?" of the World Congress of Rural Sociology (4th, Torun, Poland, August 1976). Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Decision Making, Definitions, Developing Nations, *Economic Development, Educational Disadvantage, Employment, *Policy Formation, Population Growth, *Rural Urban Differences, *Rural Youth, Tables (Data), Youth Clubs, *Youth Problems

Identifiers—*Ghana, *World Congress of Rural Sociology (4th)

Defining rural youth as the 14-25 age group (literate or illiterate and employed or unemployed) and as residents of localities with less than 5,000 people, this paper addresses Ghanaian rural youth and its relationship to: the total population; youth policy and organizations; rural-urban differences; and societal improvements. Major points of discussion include: (1) Ghana's young and growing population (in 1970, 63.9% of Ghana's population was under 25 years of age, a phenomenon that is creating serious economic and employment problems); (2) Ghana's youth policy (while there is no comprehensive youth policy, the urban oriented National Youth Council constitutes the central controlling body for youth affairs in Ghana and includes over 20 national organizations); (3) rural-urban differentials (while Ghana is predominantly rural with 71.1% of the population living in rural areas on 80% of the land, the distribution of doctors, dentists, and other social services favor urban areas and the death rate is higher and the life expectancy rate lower in rural areas); (4) problems of rural youth (organization, education, employment, and migration); (5) conclusions (Ghana's rural youth have been neglected by the youth organizations; subjected to the insecurity of poverty, disease, and poor living conditions; victimized by inferior educational measures; and alienated by urban oriented decisions and decision makers). (JC)

ED 128 119

RC 009 382

Tittel, Guenter

On the Social Status and Career Prospects of Youth in Agriculture in the GDR (German Democratic Republic).

Report No.—Sem-15

Pub Date Jun 76

Note—17p.; Not available in hard copy due to small print size of original document. Paper presented at Seminar 15, "Rural Youth: Human Resource or Human Burden?" of the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Agriculture, *Attitudes, Citizen Participation, *Educational Opportunities, *Government (Administrative Body), Legislation, *Rural Youth, School Role, Student Participation, Values, Youth Opportunities

Identifiers—*East Germany, *World Congress of Rural Sociology (4th)

The new Youth Act passed by the People's Chamber of the German Democratic Republic (GDR) in 1974 assumes that the interests of young people concur with the interests of their socialist society and state, for it reforms the rights and conditions for the further development of young people and defines their duties and responsibilities in terms of State contributions. Consequently, a 10-year comprehensive polytechnical school is compulsory for all youth, and all citizens in responsible positions have the statutory duty to entrust young people with overall social tasks comparable to their knowledge/capabilities. In view of various sociological analyses indicating that improved material and cultural living conditions and practical experience in the socialist democracy are primary concerns of GDR youth, the State has provided on-going educational opportunities, cultural centers, a voting age of 18, socialist youth participation mechanisms, etc. While there are no fundamental features separating agricultural from other youth workers, sociological studies show agricultural youth attitudes include: a positive appreciation of their work; a direct correlation between their role in agriculture and the industrialization of agriculture; and a genuine desire to use the knowledge gained via their education. GDR agricultural emphasis is on training youth for modern machinery, responsible jobs, and management. (JC)

ED 128 120

RC 009 383

Aliforov, Vladimir Mikhailovich

Bordkin, Fridrikh Markovich

Youth Attitudes Studied by Simulation Games.

USSR Academy of Sciences, Novosibirsk.

Pub Date Aug 76

Note—13p.; Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Attitudes, *Career Planning, Decision Making, Educational Quality, Employment Opportunities, Family (Sociological Unit), *Games, Learning Activities, Leisure Time, Migration, *Research Methodology, *Rural Youth, Simulation, Sociology

Identifiers—*USSR, *World Congress of Rural Sociology (4th)

A game ("Personal Plans of Youth") simulating the opportunities and restraints operative in the "implementation" of a life career was used to examine the attitudes of 14-15 year-old youth attending a comprehensive school in the Novosibirsk province of the USSR. The game incorporated the following five units or groups of restraints: (1) learning activity (over 50 learning institutions restrained via location, type, and governing rules); (2) working activity (50 jobs restrained via location, migration potential, educational requirements, age and sex, working hours, and initial and maximum wage); (3) family (restrained via age of husband, housework time, marital status, number of children, and community type and size); (4) leisure (restrained via sleep, work, learning, housework, and community type); (5) migration (restrained via learning institution, training quality, system of jobs, organization of services, transport, leisure, and subsistence minimum). While there were similar attitudes toward obtaining middle and vocational/technical training, marrying early, and having a large family, players tended to either want to complete urban vocational training and remain in the city working in industry or complete junior college training and return to the country. The game revealed that both alternatives presented problems in terms of value orientations, job availability, and rate of industrialization. (JC)

ED 128 121

RC 009 384

Arutyunyan, Y. V.

A Comparative Study of Rural Youth in the National Regions of the USSR: General and Specific Features.

Report No.—Sem-15

Pub Date Aug 76

Note—18p.; Paper presented at Seminar 15, "Rural Youth: Human Resource or Human Burden"

den?" of the World Congress of Rural Sociology (4th, Torun, Poland, August 1976). Not available in hard copy due to small print size of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Academic Achievement, Age Differences, *Comparative Analysis, Cultural Differences, Educational Quality, *Equal Education, Family (Sociological Unit), Governmental Structure, *National Norms, *Rural Youth, Senior Citizens, Sex Differences, Skilled Occupations, Values

Identifiers—USSR, USSR (Estonia), USSR (Russia), USSR (Uzbekistan), *World Congress of Rural Sociology (4th)

Since there is no private property in the Soviet Union, social status is largely determined by education. Consequently, the educational levels of rural youth in all the Union Republics are nearly identical, while among the older generations of rural inhabitants there are still definite differences. In Estonia, for example, the educational level of the senior rural inhabitant is twice as high as it is in Uzbekistan, while among the rural youth of these two Union Republics, the educational level is virtually equal. Differences in the educational levels of men and women are also disappearing. Higher educational standards are related to changes in the occupational structure of the nation as exemplified by the fact that among Uzbeks aged 50-59, not more than one-tenth are employed in skilled jobs while among Russians and Estonians, the percentage is one-third and one-half respectively. Yet the majority of the rural youth in each nation is employed in skilled jobs. Young people of various nationalities have almost identical concepts of the "good life", citing the family, interesting jobs, and material well-being as primary prerequisites. The Russian language is becoming the common language of all nations, but the main language of each nationality is also preserved to assure specific national expression. National specificity is particularly manifest in the authority of the family, and surveys indicate 80% of the young Uzbeks condemn divorce and resist urban migration. (JC)

ED 128 122

RC 009 385

Gasparini, Alberto

Job Images and Their Influence on Adolescents'

Vocational Choice.

Report No.—Sem-15

Pub Date Aug 76

Note—33p.; Paper presented at Seminar 15, "Rural Youth: Human Resource or Human Burden?" of the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Agriculture, Criteria, Cultural Background, *Factor Analysis, Industry, *Motivation, *Occupational Choice, *Rural Youth, Self Actualization, *Socioeconomic Influences

Identifiers—Italy, Italy (Cosenza), Italy (Latina), Italy (Reggio Emilia), Italy (Treviso), *World Congress of Rural Sociology (4th)

The vocational choices (industrial and/or agricultural) of 863 adolescents from 4 rural Italian provinces of differing socioeconomic and cultural backgrounds were analyzed in terms of the motivational need underlying vocational choice. These provinces included the traditionally rural Cosenza in southern Italy, the more developed Treviso and Reggio Emilia in the north, and the heterogeneous city of Latina in central Italy. The latent and more general connotations associated with agricultural and industrial work were surveyed via a questionnaire consisting of 2 series of 15 adjective scales (independent, secure, simple, prestigious, original, requiring initiative, free, monotonous, requiring sacrifice, remunerative, risky, satisfying, sanitary, technical, and specialized). Four factor analyses were made for each occupational orientation. Essentially paralleling the four provinces, the factors were: physical strength required; technological specialization; self-realization; remunerativeness as a source of satisfaction/security; simplicity as source of security; remunerativeness and/or simplicity as giving security. Results indicated: vocational images did condition adolescent choice; Treviso and Reggio Emilia adolescents were motivated by personal self-realization in the job; in Latina and Cosenza, instrumental motivations were operative which were both external and in-

ternal to the job itself as well as to degree of self-realization. (JC)

ED 128 123

RC 009 386

Nakielska, Zofia

Social Obstacles Towards Success of Pupils in Polish Primary Schools.

Report No.—Sem-15

Pub Date Aug 76

Note—8p.; Paper presented at Seminar 15, "Rural Youth: Human Resource or Human Burden?" of the World Congress of Rural Sociology (4th, Torun, Poland, August 1976); Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, *Educational Development, Educational Objectives, Educational Opportunities, Humanities, Language Skills, Mathematics, *Motivation Techniques, *Program Evaluation, *Rural Urban Differences, *Rural Youth, Testing

Identifiers—Competition, *Poland, *World Congress of Rural Sociology (4th)

In 1973, the Polish Minister of Education ordered objective competitions at the primary school level in the fields of Polish studies, Russian language, and math. In order to determine whether such subject competitions were justified and if they contributed equally to the development of interests and abilities among the rural and urban and culturally deprived and privileged students, all provincial competitions in Polish studies and math from the graduate classes of the 1976 primary schools were evaluated via inquiries collected from 5,500 participants and 80 competition organizers. Data from 30 math and 20 Polish studies competitions were analyzed. Results indicated: provinces differed in the degree of competition participation; given their proportion of the total population, rural youth were under-represented by more than two to one; among the rural students, the peasants participated the least, not competing at all in the southwest provinces; none of the 50 competitions was won by a peasant child. It was concluded that the competitions constituted a viable motivational method aimed at self-perfection which provided opportunity for self-assessment in terms of knowledge and competitiveness, particularly among the rural students, but it was suggested that the educational authorities attempt to equalize the rural/urban educational opportunities. (JC)

ED 128 124

RC 009 387

Kozakiewicz, Mikolaj

Rural Youth—An Opportunity or a Burden?

Report No.—Sem-15

Pub Date Aug 76

Note—28p.; Paper presented at Seminar 15, "Rural Youth: Human Resource or Human Burden?" of the World Congress of Rural Sociology (4th, Torun, Poland, August 1976). Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Attitudes, Definitions, Developing Nations, *Educational Needs, Equal Education, Industrialization, Manpower Needs, Rural Population, *Rural to Urban Migration, *Rural Urban Differences, *Rural Youth, *Technological Advancement, Values

Identifiers—*Poland, *World Congress of Rural Sociology (4th)

When evaluating the potential of a developing nation's rural youth, a distinction must be made between youth living in the countryside and those of rural origin migrating to the cities. Moreover, consideration must be given to the effect of: geographical mobility upon national development requirements; rural vertical mobility upon the modernization and democratization of the social structure; and the rural mentality and skill level upon the larger society. In the development of a country there is an initial extensive period followed by an intensive period, the former requiring manpower and the latter requiring skills. In Poland, there is currently a higher than average number of rural migrants working in the building materials industry (16.6%), the wood industry (18.2%), and public roads (32.6%). In 1970, among these rural to urban migrants, 14.4% were manual laborers, 8.7% intellectual workers, and 5.5% handicraft laborers. These figures indicate that upgraded schools are needed in the rural areas to accommodate the sophisticated skills de-

manded by technological development in the cities. While studies have indicated attitudinal differences between rural and urban youth, these differences are not nearly so important as the educational differences manifest in knowledge and skill differentials, for these differences impact upon the total qualitative development of Poland's economy. (JC)

ED 128 125

RC 009 388

Tomala, Jerzy And Others

The Access to Higher Schools in Poland (In the Aspect of Social Equality and Economic Development).

Report No.—Sem-15

Pub Date Jan 76

Note—77p.; Paper presented at Seminar 15, "Rural Youth: Human Resource or Human Burden?" of the World Congress of Rural Sociology (4th, Torun, Poland, August 1976). Not available in hard copy due to small print size of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, College Entrance Examinations, Criteria, *Educational History, *Educational Opportunities, Educational Quality, Equal Education, *Higher Education, Policy Formation, *Rural Urban Differences, *Rural Youth, Scholarships, Socioeconomic Influences, Vocational Education

Identifiers—*Poland, *World Congress of Rural Sociology (4th)

Analyzing the effects of higher education accessibility, the present state of difficulties re: accessibility, and the functioning of various means of accessibility compensation, this paper presents the development of Polish education in terms of the social, political, and economic systems operative during the inter-war period (1918-39) and the post-war period (1945-75). Emphasizing past and current discrepancies between rural and urban and peasant and intelligentsia educational opportunities, this paper presents both quantitative and qualitative data relative to: curricula; socioeconomic influences; parental influences; vocational orientation; social selection; entrance and qualifying exams; achievement standards; intramural discrimination; preferential criteria; equalization measures; scholarships; education quality and effectiveness; institutional proximity; educational costs; educational mobility; and comprehensive educational orientations. The current economic policy of Poland is described as one aimed at "socio-economic development", a policy emphasizing the interdependency of social and economic development; wherein, higher education is ascribed the role of developing the general culture of the Nation, the proper and harmonious domains of social life, and the satisfaction of individual aspirations, as well as technical expertise. (JC)

ED 128 126

RC 009 389

Edington, Everett D.

Educational and Occupational Aspirations and Expectations for Native American Youth in New Mexico.

Report No.—Sem-15

Pub Date Aug 76

Note—21p.; Paper presented at Seminar 15, "Rural Youth: Human Resource or Human Burden?" of the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*American Indians, *Aspiration, Comparative Analysis, *Education, *Expectation, Females, Grade 10, Males, *Occupations, Racial Differences, Rural Areas, *Rural Youth, Seniors, Sex Differences, Tables (Data)

Identifiers—Apaches, Navajos, *New Mexico, Pueblos, World Congress of Rural Sociology (4th)

Levels of educational and occupational aspiration and expectation of 139 male and female, rural, New Mexican, American Indian youth (sophomores and seniors) were examined. Utilizing questionnaires and fixed-choice stimulus questions, data were gathered to determine: educational and occupational aspirations and expectations; goal deflections for education and occupation; male and female differences for educational and occupational aspirations, expectations, and deflection; 10th and 12th grade comparisons for educational and occupational aspirations, expectations, and deflection; and the existence of

interactions among grade level and sex on educational and occupational aspirations, expectations, and deflection. Results indicated: female educational aspirations were stable for 10th and 12th grades, while male aspirations at the 10th grade level were significantly below those of female sophomores and senior males (the same trend was operative for the educational expectation measure and there was no significant goal deflection); both male and female senior occupational aspirations were significantly higher than those of the sophomore group, but while there were no significant differences between the groups, there was significant goal deflection among senior females; educational and occupational aspirations and expectations within each group did not differ significantly except among female seniors. (JC)

ED 128 127 RC 009 390
Educational Needs Assessment in the Bureau of Indian Affairs. Research and Evaluation Report Series No. 9.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.
 Report No.—RER-9
 Pub Date Jun 72
 Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
 Descriptors—*Agency Role, *American Indians, Boarding Schools, *Educational Assessment, Educational Objectives, *Evaluation Methods, Models, *Needs Assessment, Program Evaluation

Identifiers—BIA, *Bureau of Indian Affairs

In the spring of 1971, top priority was placed on the systematic planning and evaluation of Federal programs operated by the Bureau of Indian Affairs (BIA). The needs assessment was viewed as the process of ascertaining the decision areas of concern. This was accomplished by establishing potential educational goals or objectives, determining which of these were of highest priority, and then determining the extent to which the existing educational program met these objectives. Discrepancies between intended outcomes and actual performance outcomes represented the area of needs. A needs assessment model was developed by the BIA's Division of Evaluation and Program Review. This model included the following steps: determination of goals by Indian people, selection of goals, selection of appropriate objectives by the school, assessment of learner behavior on selected objectives, and plans and programming to meet the needs. This report discusses the design, accomplishments during Fiscal Year 1972, and administrative considerations. (NQ)

ED 128 128 RC 009 391
Plummer, Abe And Others
Ramah Navajo High School Evaluation - 1971-1972 (May 1972). Research and Evaluation Report Series No. 05-A.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.
 Report No.—RER-05-A
 Pub Date May 75
 Contract—BIA-861M0014200861
 Note—35p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
 Descriptors—Administration, *American Indians, Ancillary Services, Community Involvement, *Educational Assessment, *High Schools, Needs Assessment, Organization, *Program Evaluation, *School Community Relationship
 Identifiers—*Navajos, New Mexico (Ramah), *Ramah Navajo High School

Established during the 1970-71 school year, Ramah Navajo High School's original objectives were to: provide secondary schooling for Navajo students in the community of Ramah, establish the Navajo community as the school's decision-making body, emphasize Navajo culture in a general academic program, and become educational leaders for the entire Navajo people. On May 24 and 25, 1972, a general on-site evaluation was conducted. Evaluation objectives were to: examine the documented basis on which the project was approved and funded in terms of the original proposal and contract, program and project objectives, and performance criteria as reflected in the proposal and contract; evaluate the 1971-72 school year program; and provide formative evaluation data on which to make effective and efficient planning decisions for the 1972-73 contract year. The evaluation was conducted within the following categories: needs assessment and establishment of overall objectives, administration, staffing, student and program data, materials, facility and support services, and community support and involvement. It was found that impressive progress was made toward their objectives. This progress was observable in many aspects of the community and school, but most significant was the fact that together the Board and school administration were making rational and informed decisions toward systematically improving the educational programs for Ramah youth. (NQ)

ED 128 129 RC 009 392
Spring, Joel H. And Others
Ramah Navajo High School Evaluation - 1972-1973 (May 1973). Research and Evaluation Report Series No. 05-B. Final Report.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.
 Report No.—RER-05-B
 Pub Date May 75
 Contract—BIA-K51C14200662
 Note—44p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
 Descriptors—*American Indians, Ancillary Services, Community Involvement, Curriculum, *Educational Assessment, Educational Philosophy, *High Schools, *Program Evaluation, *School Community Relationship, Social Development

Identifiers—*Navajos, New Mexico (Ramah), *Ramah Navajo High School

During its third year of operation, Ramah Navajo High School enrolled 134 students the first semester and 125 the second semester. On May 15 and 16, 1973 a performance review and on-site evaluation was conducted. This 1972-73 program review and evaluation covered: philosophy and goals, curriculum, administration, internal evaluation, student data, student social development, staffing, relationship to the community, and supportive services. Findings indicated that Ramah Navajo High School in its third year was beginning to overcome many of the early problems that face a contracted community-controlled educational venture of this type. Many school employees and members of the Navajo community expressed confidence in the continuing development of the school and in its role in the Indian community. Evidence indicated that the Ramah Navajo High School student body had shown an increasing interest in education and a more positive attitude toward schooling. Evidence of student social development showed that students initiated conversations more readily; they voiced their opinions and made their wishes known; and they expressed greater confidence and pride in themselves, in the school and in the community. (Author/NQ)

ED 128 130 RC 009 393
Maus, Cy And Others
Micosukee Indian School Evaluation Report (Micosukee, Florida) - June 4, 5, 1975. Research and Evaluation Report Series No. 06-B.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.
 Report No.—RER-06-B
 Pub Date Jun 75
 Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
 Descriptors—*American Indians, Curriculum Development, *Educational Assessment, *Elementary Schools, Enrichment Programs, *Formative Evaluation, Language Development, Objectives, *Program Evaluation, School Personnel

Identifiers—Florida (Micosukee), *Micosukee Indian School, *Micosukees

An on-site evaluation of the Micosukee Day School (renamed Micosukee Indian School) was conducted on June 4 and 5, 1975. Focusing on the education requirements of the Fiscal Year 1975 Contract, this on-site evaluation determined if the school's educational program was meeting its goals and objectives. Areas previously audited were designated as "consistent"; in some cases, additional information was provided. Areas which did not meet contract specifications were designated "discrepancy" and explained. The evaluation found the school's operation consistent with the contractual obligation. The evaluators found that progress was being made toward a transition to junior high school. With an im-

proved curriculum, it was hoped that the total school program would be ready for an accreditation consideration. The Native Language Program was undergoing experimental phases and a well-sequential language development was expected soon. Native cultural models and Native teacher aides were brought in as a part of the instructional program and were utilized both by students and teachers. Although the programs for the year were less than adequately coordinated, a new attempt at coordination was currently proceeding as part of a curriculum re-planning project. Overall the project had substantially reached its goals for the year. (NQ)

ED 128 131 RC 009 407
Vera, Hernan Gamio, Raul Santoyo
The Unequal Exchange of Mutual Expectations: A Neglected Dimension of Rural Development.

Pub Date Aug 76
 Note—20p.; Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
 Descriptors—Bureaucracy, *Change Agents, Cultural Differences, *Culture Conflict, *Developing Nations, *Economically Disadvantaged, Expectation, *Interaction Process Analysis, Life Style, *Rural Development, Social Change, Theories, Values

Identifiers—World Congress of Rural Sociology (4th)

Chilean "asentados" and Mexican "ejidatarios" as observed between 1965-73 and 1972-76, respectively, constitute the basis for an analysis of the interaction between peasants and agents of social change in the rural development process. Encounters between peasants and functionaries can be conceived as ceremonies incorporating ritualistic forms (actions, gestures, movements, etc.), the times and places in which these forms occur, and the instruments of ceremony. Analysis of these ceremonial forms reveals social roles and acts which demonstrate that the peasant-functionary encounter is invariably under the functionary's control and constitutes an asymmetrical interaction, manifest in peasant ceremonies of submission. When these ceremonial forms of encounter are couched in the ideology of the dominant society's "truths", the "inferiority" of the peasant is construed as a question of lifestyle, mentality, and overall expectations. The conception of rural development programs as sets of expectations should provide opportunity for both the State and the peasants to develop a currency of expectations, but given the asymmetry of the peasant-functionary encounter, the peasant may engage in ceremonies of submission for purposes of maintaining his "underlife", while the State may create the illusion of change and use the bureaucracy to dampen peasant demands. (JC)

ED 128 132 RC 009 408
Alao, Joseph A.
The Dilemmas of Modernizing Peasant Agriculture in Nigeria.

Pub Date 8 Aug 76
 Note—26p.; Not available in hard copy due to marginal legibility of original document. Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 8-14, 1976)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Agricultural Production, Cultural Background, *Developing Nations, Extension Education, Financial Needs, Futures (of Society), Government Role, Institutions, *Land Use, *Problems, *Rural Farm Residents, *Technological Advancement

Identifiers—Nigeria, World Congress of Rural Sociology (4th)

In 1965, the Nigerian government charged Nigerian agriculture with the long term developmental task of providing: (1) an adequate and well balanced food supply for the increasing population; (2) agricultural raw materials for domestic industries; (3) agricultural export earnings; (4) employment for the increasing labor force; and (5) capital for economic development. In order to accomplish these goals, Nigerian agriculture is going to have to engage in a comprehensive modernization effort that takes into account the institutional, technical, social, economic, and educational factors currently impeding change. Among these factors are: a communal land tenure system that deters land sales

and new ownership, population mobility, investment of improvement capital, and agricultural innovation; a population drain from the rural areas caused by urban migration, farm drudgery, low farm profits, and the poor status rating of farm occupations (the average age of Nigerian farmers is 45, as the youth are seeking other occupations); an extension service that lacks qualified personnel, (one agent to 10,000 families), problem specific research, and peasant oriented personnel; a poorly structured credit system which lacks accessibility, sufficient operating capital, professional management, etc.; and a social system that discourages the influence of "strangers". (JC)

ED 128 133 RC 009 409

To Authorize a Limited Waiver of the Child Labor Provisions of the Fair Labor Standards Act of 1938 with Respect to Certain Agricultural Hand Harvest Laborers. Hearing Before the Subcommittee on Agricultural Labor of the Committee on Education and Labor, House of Representatives, 94th Congress, 1st Session on H.R. 632 (Washington, D.C., April 18, 1975). Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 75

Note—106p.; Not available in hard copy due to small print size of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Agricultural Laborers, *Child Labor, *Child Labor Legislation, Employment Problems, Farm Labor, *Federal Legislation, Manpower Needs, Migrant Employment, *Migrant Youth, Youth Employment

Identifiers—*Congressional Hearings, *Fair Labor Standards Act, FLSA, H R 632

On April 18, 1975, the House Subcommittee on Agricultural Labor heard testimony regarding H.R. 632 which would establish procedures for the Secretary of Labor to waive the child labor provisions of the 1938 Fair Labor Standards Act for employment in agriculture of children under 12 years of age. Several conditions would have to be met before the Secretary could grant such a waiver. The waiver itself would require that: employment be outside of school hours, the children be local residents commuting daily to work on the farm from their permanent residence, and the children not be employed for more than 13 weeks between June 1 and September 15 under the waiver and in accordance with other terms and conditions set by the Secretary to protect them. Testimony was heard from representatives of the U.S. Department of Labor, Migrant Legal Action Program, National Child Labor Committee, Child Labor Branch of the Wage and Hour Division (Department of Labor), United Farm Workers, and American Federation of Labor-Congress of Industrial Organizations (AFL-CIO). (NQ)

ED 128 134 95 RC 009 410

[Rural Futures Development (RFD), Rural Education Program (REP), Northwest Regional Educational Laboratory.] Final Report to the School Capacity for Problem Solving Group, National Institute of Education, November 30, 1975.

Northwest Regional Educational Lab., Portland, Ore.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 16 Jan 76

Contract—NE-C-00-3-0074

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Change Agents, *Change Strategies, Evaluation, *Futures (of Society), *Material Development, Problem Solving, Program Budgeting, *Rural Development, Rural Education, *School Community Programs

Identifiers—REP, *Rural Education Program

The REP contract with the National Institute of Education was through November 30, 1975. Under the contract terms the REP was to develop a set of RFD Strategies to strengthen the problem-solving capacities of rural school systems, communities, classrooms, and families. Defined as community, school, learner, support agency, and family centered, each strategy was composed of processes and products intended for use by local problem solvers or by state and regional agencies who could support local efforts. By November 30, 1974, several important considerations had prompted various modifications in

the original scope of work. These included: discontinuation of the learner and family centered components; integration of the community, school, and family centered components; arrangement for a site for installing the integrated strategy; procurement of a second field test site; development of an evaluation plan for measuring the extent to which the strategy could produce desired outcomes; and addition of a diffusion planning component. As of November 30, 1975, the integrated RFD Strategy was being installed in a field site in Southeastern Utah; proto-type versions of the six specified products had been developed; the specifications for a seventh product had been prepared; a second field test site had been procured in Northeastern Washington; the evaluation plan had been developed; and a nine-state diffusion effort had been initiated. (NQ)

ED 128 135 RC 009 411

DeJong, Gordon F. Residential Preferences and Population Dispersal Migration Behavior.

Pub Date 26 Aug 76

Note—26p.; Paper presented at the Annual Meeting of the Rural Sociological Society (New York, New York, August 26-29, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Attitudes, *Community Size, *Correlation, *Distance, Hypothesis Testing, Metropolitan Areas, *Migration Patterns, Residential Patterns, *Rural Areas, Suburbs, Tables (Data)

Identifiers—*Pennsylvania, Place of Residence

In order to test the hypothesis that size of place of residence and urban proximity preferences constitute factors in population dispersal migration behavior, a random sample of 777 Pennsylvania households plus a sample screened for moving probability ($N=319$) were surveyed via personal interviews in 1974. A follow-up survey on actual migration patterns was conducted by phone one year later. Data were analyzed in terms of: (1) preferred size of place of residence by size of place of origin (central city or suburb over 500,000; medium-sized city of 50,000-500,000; smaller city/village under 50,000; and countryside); (2) size of place of destination by preferred size of place of residence; (3) percent of movers attaining preferred size of place of destination and zero order and partial correlation coefficients between preferred and size of place of destination; (4) percent of movers attaining preferred destination with respect to a large city and zero order and partial correlation coefficients between preferred and actual destination with respect to a large city. Data did not support the population spread approach (growth spread in rural areas), as most respondents who preferred a smaller size of place also wanted to be within commuting distance of an urban center, nor did the data indicate correlation between residential preferences and actual migration behavior among those preferring smaller rural places. (JC)

ED 128 136 RC 009 412

Smith, Leslie Whitener Social and Economic Characteristics of Spanish-Origin Hired Farmworkers in 1973. Agricultural Economic Report No. 349.

Economic Research Service (DOA), Washington, D.C.

Report No.—AER-349

Pub Date Sep 76

Note—25p.; For related document, see ED 111 547

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, Age, *Agricultural Laborers, Anglo Americans, *Comparative Analysis, Employment Statistics, *Ethnic Groups, Farm Labor, *Migrant Workers, Negroes, Sex (Characteristics), *Socioeconomic Influences, *Spanish Culture, Spanish Speaking, Wages

Differences between Spanish-origin and other ethnic groups of farm wage workers were investigated by comparative analyses of age, sex, education, migratory status, employment, and earnings. Farmworkers were defined as persons 14 years of age and over in the civilian noninstitutional population who did farmwork for wages at some time during 1973, even if only for 1 day. Farmwork included production, harvesting, and delivery of agricultural commodities, as well as management of a farm if done for cash wages. Data were obtained in December 1973 from the

annual Hired Farm Working Force survey conducted as a supplementary part of the Current Population Survey. Interviews were conducted with approximately 45,000 households drawn from 461 areas, including 923 counties and independent cities, covering each of the 50 states and the District of Columbia. Findings indicated that: 13% of the 2.7 million persons employed as hired farmworkers were of Spanish origin while 73% were Anglo; 33% of the migratory farmwork force were of Spanish origin, 63% were Anglo, and 4% were black and others; Spanish origin farmworkers were older and had very low levels of educational achievement; and while their farm earnings were generally higher, large household size, high dependency rates, and a smaller income from nonfarm jobs reduced this economic advantage. (NQ)

ED 128 137 RC 009 414

England, J. Lynn And Others Rural Values and Consensus(sic).

Pub Date 24 Aug 76

Note—25p.; Paper presented at the Annual Meeting of the Rural Sociological Society (New York, New York, August 24-26, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, Community Attitudes, *Community Characteristics, Comparative Analysis, Creativity, Economics, Intellectual Development, *Models, *Norms, *Racial Differences, *Rural Environment, *Rural Urban Differences, Self Control, Social Status, Surveys, *Values

Identifiers—*United States (Intermountain West)

Sample populations from 15 Intermountain West communities (representative of population, ethnic, and employment variety) were surveyed to test the following hypotheses: (1) there is a greater degree of consensus in rural than in non-rural communities; (2) there are differences between values in rural and non-rural communities; (3) a model incorporating a number of aspects of community structure, respondent background, and respondent linkages to the community can predict a respondent's value position. The values examined (via mail questionnaires) were: intellectualism; kindness; social skills; loyalty; academic achievement; physical development; value of status; honesty; value of religion; self-control; creativity; and independence. Results indicated: consensus concerning values was not generally higher in rural communities than in non-rural ones, with the possible exceptions of physical development and the value of religion; rural communities placed a higher value on the importance of loyalty, honesty, religion, and self-control, but the remaining 8 value dimensions did not exhibit such a relationship; the model was substantiated and explained to some degree failure of the data to support the other hypotheses, since the degree of rurality was directly related to only 3 of the 12 value dimensions. It was concluded that as rural communities become more diversified, the probability of identifying a rural value system will decrease. (JC)

ED 128 138 RC 009 415

Control of Indian Education in BIA Schools. A Progress Report, Fiscal Year 1975. Research and Evaluation Report Series No. 29.05.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Pub Date 75

Note—27p.; For related documents, see ED 094 905-906; ED 123 006-008

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*American Indians, *Decision Making, *Educational Alternatives, *Management by Objectives, *School District Autonomy, *Synthesis, Tables (Data)

Identifiers—*Presidential Secretarial Objective

Constituting the fifth progress report for 1975 on the Presidential/Secretarial Objective (a mandate calling for involvement by the end of Fiscal Year 1975 of at least one-fourth of the Bureau of Indian Affairs schools in a management system chosen by their American Indian clients), this report identifies the 78 Bureau-Operated schools participating in the project for 1975 and the type of management system chosen by each. Tabular information is presented for each of the following Area Offices: Aberdeen; Albuquerque, Anadarko; Eastern; Juneau; Muskogee; Navajo; Phoenix; and Portland. Presented via tabular and narrative summaries, the information relative to Area Of-

fices reveals that: a follow-up by the Offices is generally needed, particularly documentation on tribal decisions; a tribal resolution is needed when a tribe elects to retain the Federal option; the Navajo Area has requested a two-year moratorium on contracting; eight Area Offices are currently participating in the Objective, while four are not; and further reduction of the participating number is likely for Fiscal Year 1976. (JC)

ED 128 139 RC 009 416

Control of Indian Education in BIA Schools. A Progress Report, September-January 1976. Research and Evaluation Report Series No. 29.07.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Pub Date 76

Note—24p.; For related documents, see ED 094 905-906; ED 123 006-008. Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*American Indians, *Change Strategies, *Educational Alternatives, Evaluation, Information Dissemination, *Management by Objectives, *School District Autonomy, *Synthesis

Identifiers—BIA, Bureau of Indian Affairs, *Presidential Secretariat Objective

Providing current information on the status of the School Management Options Project (involvement by the end of Fiscal Year 1975 of at least one-fourth of the Bureau of Indian Affairs, BIA, schools in a management system chosen by their American Indian clients), this report presents information relative to the BIA's overall strategy for project implementation and the results of project implementation during 1975. Specifically, this report includes the following: (1) BIA Central and Area Office responsibilities; (2) a summary of the January 1976 Area Project Managers Meeting; (3) an overview of the Project's 1975 external evaluation; (4) an explanation of the way in which the Presidential Secretariat Objective is to be achieved; (5) the spin-off results of the BIA's information dissemination package (use by BIA Agency and Area personnel and Indian advisory school boards, increased parent participation in school matters, and college requests for the materials); (6) problem areas (Area/Agency Office difficulties in obtaining formal tribal resolutions and in presenting the contracting option as only one of several options); (7) a Bureau-wide summary of the control of Indian education in BIA schools (1975); (8) the Indian Self-Determination and Education Assistance Act and its effect upon the Project; (9) the BIA's operating plans for the Presidential/Secretariat Objective information system (time frame). (JC)

ED 128 140 RC 009 417

Leitka, Eugene

Site Visitation: Choctaw Language Teaching Program, Mississippi Choctaw Agency Schools, Philadelphia, Mississippi, August 7, 8, 1975. A Report. Research and Evaluation Report Series No. 23-C.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Report No—RER-23-C

Pub Date 7 Aug 75

Note—25p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*American Indian Languages, *Bilingual Education, *Choctaw, Elementary Education, *English (Second Language), Language Development, *Lesson Plans, Primary Education, Program Development

Identifiers—BECOM, *Bilingual Education for Choctaws of Mississippi, Mississippi (Philadelphia), Mississippi Band of Choctaw Indians

A site visitation of the Bilingual Program at Choctaw Agency indicated that the program would be implemented during the 1975-76 school year. The program will involve teaching the reading and writing of the Choctaw language combined with teaching English as a Second Language (ESL). A structured approach will be used in teaching ESL to the Choctaw Indian students beginning with kindergarten and continuing through third grade. The strategy for teaching the Choctaw language will adhere to a technique called "Parity Bilingual Program". This technique utilizes the symbolic approach. Focusing on K-1, the methodology is to involve learning one sym-

bol and one sound together. Other symbols and sounds will be developed from the original symbol. The acquisition of skills from this method would then be transferred to that of reading and writing the English language. This report presents a sample lesson plan. (NQ)

ED 128 141 RC 009 418

Student Rights and Responsibilities (An Evaluation Report for School Year 1974-75). Research and Evaluation Report Series No. 25-C.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Pub Date Apr 76

Note—24p.; For related documents, see ED 093 539; ED 097 175

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Agency Role, *American Indians, Due Process, *Evaluation, Guidelines, School Policy, Student Behavior, *Student Responsibility, *Student Rights, *Student School Relationship

Identifiers—Bureau of Indian Affairs Schools

The Bureau of Indian Affairs (BIA) operates approximately 222 schools, ranging from small 1-2 teacher day schools to large residential boarding schools. In September 1974, the BIA established student rights and due process procedures. All BIA schools were to develop a student rights and responsibility (SRR) program, initiated at the local school level and submitted through channels to the Indian Education Resources Center (IERC) for review and filing purposes. The program was to be implemented by January 1, 1975. The IERC was to conduct conferences in Student Rights and Responsibilities, maintain an accurate filing system, review the SRR programs, and conduct a follow-up and evaluation of the programs in the BIA. A SRR school report instrument was designed to determine if each school had developed and incorporated the basic guidelines established for SRR. To date, 206 SRR programs had been received, reviewed, approved, and filed by the IERC. Copies of the review guide, SRR Check Sheet, and school report form are appended. (NQ)

ED 128 142 RC 009 419

Webster, Loraine Two Hawk, Evelyn

The Hoksila and Winona Series.

South Dakota Univ., Vermillion. Educational Research and Service Center.

Pub Date 75

Note—219p.

Available from—Educational Research and Service Center, School of Education, University of South Dakota, Vermillion, South Dakota 57069 (\$12.00) per set of 12 (10 books and 2 teacher's manuals)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*American Indians, Childrens Books, *Childrens Literature, *Cultural Awareness, *Cultural Background, Curriculum Guides, Elementary Education, Illustrations, Instructional Materials, *Reading Materials, Supplementary Reading Materials

Identifiers—*Sioux (Lakota)

The 10 illustrated readers in this learning packet are about Hoksila, a little Lakota boy and Winona, a very special little Lakota girl. Hoksila lived a long time ago on what is now the Rosebud Sioux Reservation. He was growing up when the old Indian ways and culture were still intact but threatened. Winona was to be gifted in medicine and healing. It was not uncommon among the Plains Indian groups for women to have skills and gifts in medicine. These women were honored and respected. They played an important role among the people. Winona was to be one of these highly respected women. The Hoksila stories are: "Hoksila", "Hoksila and the Wolf", "The Peace Pipe", "The Vision", and "The Wasicu". The Winona stories are: "Winona", "Winona and the Fawn", "Winona at 'On The Tree'", "Winona Becomes a Woman", and "Winona and the Sacred Medicine". The two teacher manuals accompanying the readers give: motivational information to present prior to reading each story; discussion questions to stimulate thought and to assure that all children learn from the story; a worksheet to be used by the children individually to further reinforce their learning; and suggested activities to correlate with the story. The suggested activities do not require special materials or equipment. (Author/NQ)

ED 128 143

Intermountain Boarding School. Information Update. Research and Evaluation Report Series No. 24.02.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Pub Date Feb 75

Note—57p.; Not available in hard copy due to marginal legibility of original document. For related document, see ED 077 625

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*American Indians, *Boarding Schools, Educational Facilities, Facility Case Studies, Facility Planning, Futures (of Society), High Schools, *Needs Assessment, *Policy Formation, Program Evaluation, Reservations (Indian), *School Closing, Student Enrollment

Identifiers—BIA, *Bureau of Indian Affairs, *Intermountain Boarding School, Navajos

In August 1973, the Bureau of Indian Affairs (BIA) announced its decision to close the Intermountain Indian Boarding School since its enrollment had declined from 2,150 to 800 students. This decision was based on two reports which gave the following reasons: adequate facilities existed at schools on or near the Navajo Reservation to meet the students' needs; the Navajo Tribe's policy that Navajo students be educated on the reservation; and the high costs for operating the school. Tribal Councils and Indian leaders and organizations opposed the BIA's decision. In January 1973, an All Indian Study Commission was formed to determine "whether or not adequate need existed by students of Tribes other than Navajo to permit maintaining the Intermountain school at the 800 student level for the 1974-75 school year". This report presents the: All Indian Study Commission's report, BIA's response, and Navajo Area School Board Association's resolution. Updated information is given on: the Intermountain school's monthly enrollment and attendance; off-reservation boarding school enrollment for 1972, 1973, and 1974; off-reservation boarding school admissions policies regarding program planning and development, attendance boundaries and student eligibility; the House on Appropriations instructions regarding the Intermountain school; and BIA's school facilities planning policy. (NQ)

ED 128 144 RC 009 421

Weeks, Thelma E.

Discourse, Culture and Instruction.

Pub Date Jun 76

Note—30p.; Not available in hard copy due to marginal legibility of original document. Revision of a paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*American Indians, *Audiolingual Skills, Child Language, Communication (Thought Transfer), *Cultural Differences, *Discourse Analysis, Language Rhythm, Language Usage, *Preschool Children, Question Answer Interviews, Reservations (Indian), Sociolinguistics, *Verbal Communication

Identifiers—*Yakimas

The verbal discourse of Yakima children was examined. Conversations with nine Yakima and nine non-Indian children, ranging in age from 3 years 10 months to 5 years 11 months, were tape recorded. Four of the non-Indian children lived on the Yakima Reservation and attended the same preschool program as the Yakima children; the other five lived in the Palo Alto, California, area. Recording time varied from about 20 to 40 minutes, depending on such activities as recess and lunch time. Conversation topics were selected by the children using colored pictures. Discourse features examined were answering and asking questions, interruptions, pauses, and organization of material. It was found that Yakima children: were more eager to engage in conversation but failed to respond to more questions than the non-Indian children, guessed at answers less often, paused longer before answering, never interrupted, asked more questions, never corrected the investigator, and used a narrative register where the non-Indian children used a discourse register. The differences found were attributed primarily to cultural differences. (NQ)

ED 128 145 RC 009 422

McShane, Damian, Comp.

Selected Bibliography (259 ref.) of Ojibwa and Other Native American Related Research Concerning Psychoeducational Assessment and Intervention (as well as Related Historical, Cultural, Legal, Economic, and Medical Factors).
Pub Date 1 Jun 76
Note—43p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—*American Indians, *Bibliographies,

Cultural Factors, Delivery Systems, Doctoral Theses, Economic Factors, Educational Assessment, Educational Environment, Family (Sociological Unit), Health, *Intervention, Masters Theses, Personality Assessment, *Psychoeducational Processes, *Publications, *Research, Socioeconomic Influences, Sociology

Identifiers—*Ojibwas

Utilizing ERIC (Educational Resources Information Center), DAI (Dissertation Abstracts International), and APA (American Psychological Association) computer search resources and library resources in Tennessee, Minnesota, Wisconsin, and Canada, this bibliography contains 259 citations pertaining to Ojibwa (Chippewa) and other Native Americans. Published between 1937 and 1975, the materials pertain to research concerning psychoeducational assessment and intervention. Subjects covered are: historical, cultural (physical), legal, medical, and economic factors; service delivery systems, classification and labeling; psychological and sociological factors; educational setting; personality appraisal, intellectual assessment; family assessment; assessment in schools; community assessment; and intervention. (NQ)

ED 128 146 RC 009 423

A Catalogue of Data in the Statistical Information Centre, March 1976. (Catalogue de données du Centre d'information statistique, Mars 1976.)

Department of Indian Affairs and Northern Development, Ottawa (Ontario).
Report No—INA-QS-3154-000-BB-A1

Pub Date Mar 76
Note—93p; In French and English

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
Descriptors—Agriculture, *American Indians,

*Catalogs, Community Development, Economic Factors, Education, Employment, Eskimos, Expenditures, Health, Housing, Natural Resources, Parks, Population Trends, *Reference Materials, *Statistical Data, *Statistical Studies, Tourism, Utilities, Welfare
Identifiers—*Canada

Over 189 materials which cover aspects of the Administration, Parks Canada, Indian and Eskimo Affairs, and Northern Development Programs are cited in this bilingual catalogue (English and French). Information given for each entry is: reference number, statistics available, years covered, and whether the statistics are available by area, region, province, or bands. Statistics pertain to such topics as agriculture, arts and crafts, buildings, business, community development, education, employment, expenditures, fisheries, forestry, health, housing, hunting and trapping, income, lands, linguistics, loans, mineral resources, petroleum resources, population and population change, recreation, revenues, tourism, utilities, welfare, and roads, bridges and airports. The catalogue also cites 108 general information and statistical publications. All of the data are stored in the Statistical Information Centre in the Centennial Tower, Ottawa, and are available in the language in which they are listed in the catalogue. The listings cover the years between 1900 and 1975. (NQ) and are available in the language in which they are listed in the catalogue. (NQ)

ED 128 147 RC 009 425

Borisova, Liudmila Glebova, And Others

Problems and Perspectives of School Development in the Rural Side.

USSR Academy of Sciences, Novosibirsk.
Report No—Sem-15

Pub Date Aug 76
Note—22p; Paper presented at Seminar 15, "Rural Youth: Human Resource or Human Burden?" of the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Economic Development, *Educa-

tional Alternatives, Educational Needs, *Elementary Secondary Education, *Futures (of Society), *Program Development, *Rural Areas, Rural Urban Differences, Rural Youth, Small Schools, Socioeconomic Influences
Identifiers—*USSR, *World Congress of Rural Sociology (4th)

Development of rural education in the USSR should not be based upon comparison with the USSR's urban education; rather, it should be perceived as an educational alternative with inherent advantages. The shift to compulsory secondary education as accomplished during the 1971-75 five-year period has established education as a major factor in the socioeconomic development of the USSR; wherein, education is perceived as both a means and a goal. The combination of economic necessity and social need for increased education is evidenced by the current growth rate of USSR education, and scientific and technological change in agriculture and the decline in rural population has made increases in the educational level of the rural population a State goal of primary importance. Currently, rural schools lag behind urban schools in terms of qualified educators; materials, facilities, and technological equipment; transportation; cultural advantages; and diversified curriculum. However, if perceived in terms of its own potential, the rural school could afford numerous advantages. Among these are opportunities to teach via: immediate closeness to nature; practical application; economic initiative and independence; diverse skills in classes of technical instruction; etc. Since rural education is inevitably associated with urban education, programs must be oriented toward future possibilities and the needs of the society rather than toward maintaining the status quo. (JC)

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ED 128 148 RC 009 426

Dragut, Aurel

Youth and the Modernization of Rural Patterns.

Report No—Sem-15
Pub Date Aug 76

Note—14p; Paper presented at Seminar 15, "Rural Youth: Human Resource or Human Burden?" of the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Agricultural Education, Economic Development, Industrialization, Population Distribution, *Rural Development, *Rural Settlement, *Rural to Urban Migration, Rural Urban Differences, *Rural Youth, Urban to Rural Migration
Identifiers—*Romania, *World Congress of Rural Sociology (4th)

Participation of Romanian youth in the modernization of rural patterns should be viewed in terms of the Romanian village and its economic, socio-cultural, and demographic characteristics. While agricultural technology has improved the quality of life in the Romanian village, the schooling network has been structured according to urban models and the professional aspirations of village youth have been geared to urban pursuits thereby depriving the villages of their human potential. The program for modernizing rural patterns assumes youth settlement in the villages, as this would provide for demographic balance and the initiative of a young labor force in both agricultural and non-agricultural rural jobs. Transformation of agricultural work into a variant of industrial work and the normalization of rural-urban values constitute the fundamentals of the modernized rural patterns necessary to avert rural to urban migration among the young. Employing favorable propaganda, rural modernization should encompass: gradual implementation of industry; agrarian-industrial high schools which incorporate area-specific curricula; encouragement of both farm and worker activities; development of the village as a social community capable of embracing industrialization and preserving traditional values; and application of economic benefits toward better rural housing, cultural institutions, and social services. (JC)

ED 128 149 RC 009 427

Tribal Directory, 1976. Arizona Commission of Indian Affairs.

Arizona Commission of Indian Affairs, Phoenix.
Pub Date 31 Aug 76

Note—76p; For related document, see ED 108 790
EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*American Indians, *Annual Reports, *Directories, Education, Employment, Health, Legal Aid, *Organizations (Groups), Population Trends, Public Relations, *Reservations (Indian), *Tribes, Welfare
Identifiers—*Arizona, BIA, Bureau of Indian Affairs

Correct as of May 1, 1976, this 16th annual Arizona tribal directory for American Indians includes listings relative to: (1) membership of Arizona Commission of Indian Affairs; (2) Arizona Indian Reservation Areas; (3) Arizona Indian reservation population and acreage figures; (4) Arizona's 19 Indian reservations (tribal offices, council members, committee members, and managers or directors); (5) Phoenix and Navajo Area Offices of the Bureau of Indian Affairs (BIA); (6) State and Indian institutions of higher education, Arizona State Department of Education, and the educational divisions of the BIA's Area Offices; (7) State and BIA employment agencies; (8) county health officers and U.S. Public Health Service offices (Phoenix, Navajo Area, and Tucson Area); (9) law and order officers (Department of Public Safety District Commanders, sheriffs, chiefs of police, Office of the U.S. Field Solicitor, criminal investigators, and tribal attorneys); (10) public relations (press contacts); (11) welfare (Arizona Department of Economic Security and the BIA Social Service); (12) miscellaneous (arts and crafts and cultural centers, Indian newspapers, Indian reservations and counties, Arizona State and U.S. Federal departments frequently contacted, and a brief bibliography); (13) 18 Indian associations (American Indian Scholarships, Incorporated; Arizona Centers, Incorporated; etc.). (JC)

ED 128 150 RC 009 428

Hopkins, Thomas R.

Education Information at the BIA Central Office Level of Operation. Research and Evaluation Report Series No. 33.01.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.
Report No—RER-33.01

Pub Date 15 Apr 76
Note—25p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Agency Role, Computer Oriented

Programs, Delivery Systems, Information Needs, *Information Systems, Needs Assessment, *Relevance (Information Retrieval), *State of the Art Reviews, *Systems Analysis
Identifiers—BIA, *Bureau of Indian Affairs

A description of the state of the art regarding Bureau of Indian Affairs (BIA) Education Information, with special emphasis on computer assisted information, is provided. A survey of BIA Central Office was conducted to: determine the total scope of Education Information currently being reported; identify the methods being used in developing the information; determine those developments that will add to and/or replace existing information; and provide an analysis of Education Information with recommendations. The existing situation was divided into three groups of systems: Education Information System, extant sub-systems created and maintained by administration, and extant sub-systems within education. Together these totaled 30 sub-systems. As a result of the survey, the BIA's computer modernization program was begun. An Education Information System was proposed. The proposed Education Information System is composed of 6 Information Categories and 23 sub-systems. The six Information Categories are: School Operations, Facilities, Public School Assistance, Career Development, Education Research and Evaluation, and Building Maintenance. Although the Bureau's computer modernization program is having some frustrating moments for Fiscal Year 1976, there is spontaneous support throughout BIA, at all levels, for modernization. Significant efforts exist at the Area Office level of operation. (NQ)

ED 128 151 RC 009 429

Survey of Bilingual Education Needs of Indian Children. Research and Evaluation Report Series No. 36.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.
Report No—RER-36

Pub Date Oct 75
Contract—BIA-C-14-20-0150-1233

Note—34p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Alaska Natives, *American Indians, *Bilingual Education, Educational Assessment, Educational Needs, Elementary Secondary Education, *Federal Programs, *Needs Assessment, *Public Schools, Questionnaires, School Funds, *School Surveys, Student Enrollment

Identifiers—BIA Schools, Bureau of Indian Affairs Schools, Johnson O'Malley Act, JOM

The survey assessed the bilingual education needs of American Indian children enrolled in Federal Schools, contract schools, or public schools receiving Johnson-O'Malley (JOM) funds. Survey objectives were to: (1) identify total numbers of Indians with bilingual education needs by states, school districts, and Bureau of Indian Affairs (BIA) areas; and (2) gather supplemental data on the number of Indian parents with limited English-speaking ability who would be interested in pursuing a special bilingual program tailored to their needs, the number of teachers and aides needing bilingual education training, the adequacy of and funding sources for existing bilingual education programs, and bilingual program needs regarding the various activities authorized under P.L. 93-380. Questionnaires were distributed to all 494 JOM participating school districts in 23 states and to each BIA Area Office for redistribution to each Federal or contract school under the Area's jurisdiction. Archival information was obtained in some instances through telephone contacts and site visits. A total of 446 schools responded. Findings included: 46,582 Indian children were perceived to have bilingual education needs; the bilingual education needs of 15,255 Indian children were being partially or fully met through existing programs; and there were 42,454 Indian children whose bilingual education needs were not being met. (NQ)

ED 128 152

RC 009 466

Szymanski, Mirosław

The Development of Education in the Polish People's Republic, 1973-1975. A Report for the International Bureau of Education - UNESCO. Ministry of Education, Warsaw (Poland).

Spons Agency—International Bureau of Education, Geneva (Switzerland).

Report No—Sem-15

Pub Date 75

Note—37p.; Paper distributed at Seminar 15, "Rural Youth: Human Resource or Human Burden?" of the World Congress of Rural Sociology (4th, Torun, Poland, August 1976). Not available in hard copy due to small print size of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, *Change Strategies, *Educational Development, Educational Finance, Educational History, Educational Legislation, Educational Planning, Educational Research, *Elementary Secondary Education, Higher Education, Management, Preschool Education, *Rural Youth, *School Organization, Tables (Data), Teacher Education, Vocational Education

Identifiers—*Poland, *World Congress of Rural Sociology (4th)

Presenting both narrative and tabular data, this document emphasizes recent (1973-75) improvements in Poland's educational programs, policies, and legislation. Specifically, this paper addresses: (1) educational development during the 30 years of the Polish People's Republic (an historical comparison emphasizing post-war educational opportunities which have served to equalize rural-urban and class differences and promote the socioeconomic and cultural progress of the country); (2) main changes in the school organization (popularization of preschool education; universal secondary education in 10-year schools via uniform curricula; organization of vocational schools and centers of permanent education; preparation of 10-year graduates in 2-year schools with specialized sections; higher education admission via 2 years of specialized school, vocational school, outstanding skills in school olympics or national competitions, or graduation from the 10-year school plus 2 years of exemplary work or military service; and school program continuity); (3) the development of the educational system (preschool education, primary schools, secondary general schools, vocational education, special schools, adult and permanent education, social and educational assistance); (4) teacher education; (5) educational planning; (6) educational finance; (7) the modernization of

educational management; (8) educational research; (9) important educational acts introduced between 1973 and 1975. (JC)

ED 128 153

RC 009 475

Beale, Calvin L. Fuguitt, Glenn V.

The New Pattern of Nonmetropolitan Population Change. CDE Working Paper 75-22.

Wisconsin Univ., Madison. Center for Demography and Ecology.

Pub Date Aug 75

Note—35p.; Paper presented at the Conference on Social Demography (University of Wisconsin-Madison, July 15-16, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Census Figures, *Community Characteristics, Community Size, Comparative Analysis, Distance, Futures (of Society), Geographic Distribution, *Geographic Regions, Industry, Longitudinal Studies, Maps, *Population Growth, Racial Composition, *Rural Areas, *Social Change, Tables (Data), Urban Areas, *Urban to Rural Migration, Values

Identifiers—*Proximity

Examining census data on each of 3,100 U.S. counties for 1950, 1960, and 1970, the amount of net migration was analyzed in terms of general urban to rural migration, migration and Standard Metropolitan Statistical Area (SMSA) adjacency, 26 rural county subregions, and the kinds of county characteristics associated with population change. Results indicated: rural county growth of more than 4% between April 1970 and July 1973 as compared with an urban growth rate of 3%; a net rural migration of more than 1,000,000 between 1970-73; a steady decline of urban migrants over the 23-year period; an increase in the rate of net migration to SMSAs with fewer than 250,000 people between 1970-73; a higher rate of immigration among the 629 rural counties not adjacent to a SMSA than among any metropolitan category; population growth among all 26 subregions between 1970-73; a reversal among the 7 subregions which had had declining populations during the 60's; a higher growth rate among rural counties with State colleges; a consistent association between the migration of older people for recreation/retirement purposes and total population growth and net migration in both adjacent and nonadjacent counties; growth among southern counties with less than 5% black population; recent growth among counties with an agricultural workforce; and no correlation between recent rural growth and rural areas already dependent upon manufacturing. (JC)

ED 128 154

RC 009 476

Weber, Barbara

Rural Youth and Leisure.

Report No—Sem-15

Pub Date Aug 76

Note—15p.; Paper presented at Seminar 15, "Rural Youth: Human Resource or Human Burden?" of the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, Agriculture, Aspiration, Costs, Cultural Background, *Leisure Time, *Research Methodology, Rural to Urban Migration, *Rural Youth, Social Change, *Sociocultural Patterns, *Synthesis, Values, Youth Clubs

Identifiers—*Poland, *World Congress of Rural Sociology (4th)

A synthesis of Polish research and research methodology (1965-75) re: leisure time and rural youth reveals methodological differences and research results with implications for the future of rural youth. In the order of their popularity, the major Polish research methods are: inquiry; the memorialist approach; a combination of inquiry and free statement; monographic research; and synthesis. Major methodological disparities involve standardization of definitions re: activities; age differentials; educational and socio-occupational groups. While most Polish researchers recognize the barriers to leisure time participation as incorporating psycho-social, cultural, temporal, spatial, and financial factors, they do not treat these factors equally. Despite the lack of standardized research procedures, research results on leisure time and rural youth indicate the following general trends: (1) the higher the educational level of rural youth, the greater the leisure aspiration; (2) cultural barriers are more persistent than spatial barriers; (3) cultural interest is most frequently expressed via TV

and movie leisure time activities; (4) while accepted as a growing rural value, leisure is by no means universal due to poor and unevenly distributed facilities; (5) youth best capable of utilizing leisure are the better educated with non-agricultural jobs and the socio-politically oriented young farmers who are members of the Rural Youth Union. (JC)

ED 128 155

RC 009 477

Kuvlesky, William P.

Rural Youth in the USA: Status, Needs, and Suggestions for Development.

Report No—Sem-15

Pub Date Aug 76

Note—34p.; Paper presented at Seminar 15, "Rural Youth: Human Resource or Human Burden?" of the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—American Indians, Aspiration, Caucasians, Cultural Differences, Mexican Americans, Minority Groups, *Needs Assessment, Negroes, Occupational Aspiration, Policy Formation, Population Distribution, *Racial Differences, *Rural Urban Differences, *Rural Youth, *Social Change, Synthesis, Tables (Data), Values

Identifiers—*United States, *World Congress of Rural Sociology (4th)

Studies on U.S. rural youth indicate current regional and ethnic diversity; limited rural-urban differences; and some limited social change in terms of values, needs, and aspirations. The size of the rural youth population is considerable (25,013,948 out of a total youth population of 93,313,518 in 1970). The majority of rural youth are white (85%) and concentrated in the southern states; blacks constitute the second largest proportion, but rural American Indian youth constitute one-third of the total Indian population. Significant cultural and social variations have been observed in studies reflecting occupational aspiration differentials among rural youth of ethnic groups living in comparable areas. Prior to 1950, rural youth differed qualitatively from urban youth in their occupational aspirations and were not generally college oriented. By the late sixties, rural youth had adopted the success ethic of the middle class, and current available evidence indicates U.S. rural and urban youth do not differ significantly in their basic values and aspirations, though some scattered research indicates rural youth may differ generally in social behavior patterns, cognitive skill development, and normative roles. Longitudinal studies indicate a shift in the values of rural youth (lowered occupational/educational aspirations, earlier marriage and smaller families, and decreased urban migration). The development of rural youth should center upon policy aimed at educational equalization. (JC)

ED 128 156

RC 009 478

Clay, Daniel C.

Changing Career Orientations of Rural Girls: Some Observations from Comparative and Longitudinal Studies.

Report No—Sem-15

Pub Date Aug 76

Note—29p.; Paper presented at Seminar 15, "Rural Youth: Human Resource or Human Burden?" of the World Congress of Rural Sociology (4th, Torun, Poland, August 1976). Not available in hard copy due to small print size of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, *Academic Aspiration, Comparative Analysis, Cultural Differences, Educational Mobility, Females, High School Students, Longitudinal Studies, Males, Norms, *Parent Influence, *Rural Youth, Seniors, *Sex Differences, *Socioeconomic Status

Identifiers—Kentucky, Michigan (Ontonagon County), Norway, *United States, West Virginia, *World Congress of Rural Sociology (4th)

Using data obtained from recent cross-national and longitudinal studies, the link between family influences and the traditional patterns of school achievement were assessed in terms of rural educational mobility and sex differentials within the context of the "sponsored" system of Norway's schools and the "contest" system characterized by U.S. schools. Information was gathered via

self-administered questionnaires from: all graduating seniors in Ontonagon County, Michigan (1957/58, 1968, and 1974); 21 high schools serving 4 selected areas of Kentucky and West Virginia (seniors in 1968, 1969, and 1970); and the terminal classes of 15 ungdomsskole serving 3 selected areas in Norway (1968, 1969, and 1970). Major variables examined were: socioeconomic status; plan for further education; scholastic performance; and normative parental support. Results indicated: that among the Norwegian and the Kentucky/West Virginia study populations, both socioeconomic status and general parental interest exerted a marked influence upon educational success, with sex differences in educational plans being most disparate at the lower socioeconomic levels and among those perceiving strongest parental support; in Ontonagon County, the traditional sex differences and patterns of influence observed in 1957/58 had radically altered by 1968, with females demonstrating higher aspirations than males but enjoying less opportunities. (JC)

SE

ED 128 157 SE 017 110

Gunter, Alfred V.

The Effects of Different Sequences of Instructional Units and Experiences Within Instructional Units on the Achievement and Attitudes of College General Biology Students.

Pub Date 73

Note—180p.; Ph.D. Dissertation, The Ohio State University; Not available in hard copy due to light and broken type throughout original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Academic Achievement, Attitudes, *Biology, College Science, Course Organization, Doctoral Theses, Educational Research, *Higher Education, *Instruction, Science Education, *Sequential Learning
Identifiers—Research Reports

In this experiment, 376 undergraduates studied five instructional units through the audio-tutorial method during a five-week period. Instructional unit sequences included a Structure Based Unit Sequence (SBUS) and a Test Determined Unit Sequence (TDUS). The SBUS was based on an analysis of major concepts; units including concepts considered prerequisite to other units were put into the sequence on that basis. The TDUS began with the unit on which students scored highest on an achievement pretest and moved progressively to units represented by lower mean achievement scores. The two forms of control for within-unit experience sequences were Teacher Directed Experience (TDE) and Student Selected Experience (SSE). TDE subjects followed a teacher-prescribed sequence while SSE subjects used lists of objectives and related activities to select within-unit sequences. The findings included: treatment groups did not differ significantly in biology achievement or attitude toward the biology course; subjects in all treatment groups made highly significant gains in achievement; and SSE subjects used significantly more time than TDE subjects on two instructional units. A combination of factors which included SAT-mathematics score, grade point average, and the score from a biology achievement pretest were the best predictors of biology achievement. (Author/MH)

ED 128 158 SE 020 525

Hausser, Peter Pittman, June

System zur Analyse Naturwissenschaftlicher Curricula (A Curriculum Material Analysis System for Science).

Kiel Univ. (West Germany). Institut fuer die Paedagogik der Naturwissenschaften.
Pub Date 73

Note—204p.; Contains the German version and English version

Available from—Institut fuer die Paedagogik der Naturwissenschaften an der Universitat Kiel, D-2300 Kiel I, Olshausenstrasse 40-60, ISBN Nr. 340769102 5, West Germany (no price quoted)

Document Not Available from EDRS.

Descriptors—Behavioral Objectives, *Curriculum Evaluation, *Evaluation, International Educa-

tion, *Science Curriculum, *Science Education, Secondary Education, Tests
Identifiers—*West Germany

This volume presents a description of the Curriculum Materials Analysis System (CMAS), and discusses its use. The volume is in two parts, providing German and English versions of the same material. CMAS was designed for use in analyzing five major aspects of curriculum use: (1) content, (2) instructional methods, (3) adaptiveness, (4) effectiveness, and (5) administration. Prime components are identified within each area. Appendices list the prime components in detail and provide instructions for coding observations and key words related to lesson content. (SD)

ED 128 159 SE 020 534

Wimpenny, David

Special Project Examination in Integrated Science—Ordinary Level.

Associated Examining Board, Aldershot, Hampshire (England).
Pub Date 73

Note—60p.

Available from—The Associated Examining Board, Wellington House, Aldershot, Hampshire, GU11 1BQ England (no price quoted)

Document Not Available from EDRS.

Descriptors—*Achievement Tests, Biology, Chemistry, *Integrated Curriculum, *International Education, Physics, Process Education, *Science Education, *Science Tests, Secondary Education, Tests

Identifiers—*England, *Integrated Science

A science achievement test for the General Certificate of Education (GCE, England) was developed for students enrolled in the curriculum of the Schools Council Integrated Science Project. This document contains discussions of the testing program and a copy of the 1973 test. After an overview of the curriculum project and issues related to assessment, the development of the GCE examination is discussed. The aims of the examination and their relative importance are examined. The style of items and of the test is described, and concepts and patterns to be tested are listed. Appendices present detailed test specifications, the 1973 examination papers, and the chief examiner's report on the 1973 examination. (SD)

ED 128 160 SE 020 601

Dodge, Richard A., Ed.

AIBS Education Review, Vol. 5, No. 1.

American Inst. of Biological Sciences, Washington, D.C. Education Div.

Pub Date Feb 76

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Autoinstructional Methods, *Biology, College Science, *Curriculum, *Higher Education, *Instruction, Instructional Materials, Laboratory Experiments, *Marine Biology, Science Education

Identifiers—*Keller Plan

This publication, published quarterly by the American Institute of Biological Sciences, focuses on biology education in colleges and universities. Included in this issue are articles dealing with mini-investigative labs in microbiology for non-science students, the effects of various components of the Keller system on student attitudes and performance in plant anatomy, marine biology curricula, available BIOTECH modules, and short courses on the biology of the Gulf Coast. (MH)

ED 128 161 SE 020 660

Hausman, Howard J. Livermore, Arthur H.

A Shortage of Science Teachers by 1982?

Pub Date Mar 76

Note—12p.; Paper presented at the annual meeting of the National Science Teachers Association (Philadelphia, Pennsylvania, March 19, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Problems, Educational Research, *Science Education, *Science Teachers, *Secondary Education, Secondary School Science, Teacher Education, *Teacher Shortage, *Teacher Supply and Demand

Identifiers—Research Reports

The consequences of an aging teaching force in secondary school science during this decade are discussed. Statistics are provided for teacher

production, teacher age distribution, declining enrollments in teacher education programs, and teacher demand. The major conclusion is that a science teacher shortage will occur in the next decade and that steps should be taken to expand teacher education programs to avoid this problem. (MH)

ED 128 162 SE 020 664

Science Education Newsletter No. 29.

British Council, London (England). Science Dept.

Pub Date Jan 76

Note—39p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Comparative Education, Conferences, Elementary Secondary Education, *International Education, *Mathematics Education, *Newsletters, Professional Associations, Publications, *Science Education
Identifiers—*British Council, *England

This newsletter, number 29 in this series, provides brief summaries of a broad range of recent activities, decisions, and publications related to science education in Britain and in many countries throughout the world. Beginning with a list of personnel having major responsibilities for science education under the reorganized British Council, the journal also provides the names and titles of science education specialists from 20 African and Asian nations who are working with the Council. Recent developments in England are reported; these include the 1976 meeting of the Association for Science Education, institution of new courses and degree programs, evaluations of existing programs, and new publications. Overseas activities of the Council are reported, and international meetings are described. An index for issues 19 through 28 of the Newsletter is included. (SD)

ED 128 163 SE 020 720

Schlenker, Richard M.

An Introduction to the Marine Environment: A Mini-Unit.

Pub Date 76

Note—20p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Biological Sciences, Curriculum, Ecology, *Elementary School Science, Environment, *Instructional Materials, *Marine Biology, *Oceanology, Science Education, *Teacher Education

This unit is designed to introduce the marine environment to those with little or no previous related background. Students define the marine environment, participate in group discussions, view movies, investigate oil spills, and write environmental impact statements. The first three sessions are designed to take three hours with the composition of the remainder of the unit left to the needs of the individual instructors. Included are activities and suggested alternatives, selected references, vocabulary, and suggestions for further study. This unit is especially intended for the instruction of future and practicing teachers. (Author)

ED 128 164 SE 020 722

Allamong, Betty D. Hendrix, Jon R.

Can a College Level Biology Course for Majors be Educationally Accountable?

Pub Date Oct 75

Note—16p.; This article has been accepted for publication in the Iowa Science Teachers Journal; Paper presented at the Annual Meeting of the National Science Teachers Association, Central Area (Indianapolis, Indiana, October 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Accountability, *Biology, *College Science, *Educational Accountability, *Educational Objectives, *Evaluation, Higher Education, *Instruction, Item Analysis, Science Education, Testing

Discussed are the objectives of two introductory college biology courses for majors and how well these objectives were fulfilled. Examples of instructional objectives are given, along with sample test items. A description is given of the item analysis applied to the test items, followed by a discussion of how the test items measured whether or not the course objectives were met. (MH)

ED 128 165

SE 020 786

Clark, George M., Ed.

Biological Sciences Curriculum Study Newsletter Number 63, The BSCS Human Sciences Program: An Overview.

Biological Sciences Curriculum Study, Boulder, Colo.
Pub Date Apr 76
Note—29p.

Available from—Biological Sciences Curriculum Study, P.O. Box 930, Boulder, CO 80302 (free)

Document Not Available from EDRS.

Descriptors—*Biology, *Curriculum, Health Education, Instruction, *Instructional Materials, Junior High Schools, Newsletters, Science Education, Secondary Education, *Secondary School Science

Identifiers—*Biological Sciences Curriculum Study, BSCS, *Human Sciences Program

This publication presents a discussion of the development, the current status, and the evolution of the Human Sciences Program. The program is designed for students in grades six through nine. The subject matter of the Human Sciences Curriculum focuses on problems explored through multidisciplinary or interdisciplinary activities. A sampling of the activities from the program are reviewed. One of the goals of the program is to provide opportunities for 11- to 14-year-olds to develop skills in self-evaluation. Other items included are information about BSCS meetings, revision of BSCS publications, and BSCS materials lists. (EB)

ED 128 166

SE 020 823

Everest, M. Inez

Community College Students' Academic Achievement in Mathematics and Attitudinal Change as a Function of Instructional Methodology.

Pub Date 75

Note—106p.; Appendix C, "Mathematics 0-6" test, pages 73-80, is omitted due to copyright restrictions

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Achievement, *Algebra, Attitudes, Community Colleges, Doctoral Theses, Higher Education, *Individualized Instruction, Instruction, *Mathematics Education, Problem Solving, *Research, Transfer of Training

Identifiers—Research Reports

This study investigated the differences in students' attitude toward mathematics, achievement from pretest to posttest, and ability to transfer concepts to a novel problem-solving situation when taught by an individualized method of instruction and when taught by a traditional lecture method. A quasi-experimental design was utilized and the study was conducted for one semester with pretests and posttests in both achievement and attitude, and a posttest in problem-solving. Two courses utilizing two instructional approaches were used; 62 students were enrolled in Fundamentals of Algebra I, and 39 were enrolled in Intermediate Algebra at two urban community colleges. Two instructors were involved. All students were given lists of behavioral objectives during the first week of the semester and those who received instruction by the individualized approach were given additional literature describing individualized instruction. All students took pretests and posttests during the first week and last (fifteenth) week of the semester, respectively. During the fourteenth week, all students were given a problem solving task. Data were submitted to an analysis of covariance with pretest scores serving as the covariate. Results indicated no significant differences in attitude or achievement for the two groups. Students given individualized instruction scored higher on the problem solving task. (Author/SD)

ED 128 167

SE 020 891

Peters, Richard

Proximity Congruency and Proximity Incongruency: Factors Affecting the State of the Art of Environmental Education.

Pub Date May 76

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Programs, *Elementary Secondary Education, *Environmental Education, *Fundamental Concepts, *Instruction, Objectives, Outdoor Education, Resource Materials, Teacher Role

This paper presents arguments for the premise that, from an instructional point of view, the most

effective environmental education program is one that provides for proximity congruency (direct interaction with the natural and man-made environment) as opposed to proximity incongruency. The author suggests that if the teacher is interested in exposing the student to the real world of the life-space environment, there are several activities and experiences that can be incorporated into the instructional strategy. These include: (1) community studies, (2) field studies, (3) field trips, (4) graphic studies, (5) nature walks, (6) weekend daytrips, and (7) weekend overnight camping trips. A representative sample of environmental education information available to teachers including: films, filmstrips, games, simulations, printed materials, projects and organizations, is presented. This publication concludes by listing environmental problems that need immediate attention in environmental education programs. (BT)

ED 128 168

SE 020 894

Smith, Walter Scott

Science Education in the Affective Domain: The Effect of a Self-Awareness Treatment on Career Choice of Talented High School Women.

Pub Date Apr 76

Note—18p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (49th, San Francisco, California, April 23-25, 1976); Not available in hard copy due to marginal legibility throughout original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Choice, *Females, Higher Education, *Perception, *Science Careers, Science Education, Scientific Personnel, Secondary Education, *Self Actualization

Identifiers—National Science Foundation, NSF

Presented is a paper related to a Career Exploration Project, supported, in part, by the National Science Foundation. Studied was the effect of an instructional treatment designed to encourage highly qualified females to pursue male-dominated science careers such as medicine and engineering. The study also attempted to ascertain what kinds of barriers women thought had affected their career choices. The latter was purported to be their perceptions of a conflict among the roles of parent, spouse, and professional science career persons. A self-awareness treatment aimed at increasing the proportion of highly talented women choosing specific science careers was designed and evaluated. Lists of the careers chosen are listed in tabulated form. The research methodology incorporated for the study is presented and references are cited. (EB)

ED 128 169

SE 020 912

Bitzer, Donald L. And Others

Computer-Based Science Education. CERI Report X-37.

Illinois Univ., Urbana. Computer-Based Education Lab.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; Ford Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.

Report No.—CERL-R-X-37

Pub Date Aug 74

Note—40p.; Reprint; Not available in hard copy due to marginal legibility throughout original document

Available from—PLATO Publications, Computer-Based Education Research Lab, 252 Engineering Research Lab, University of Illinois, Urbana, Illinois 61801 (\$0.50 prepaid)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Biology, Chemistry, *College Science, *Computer Assisted Instruction, Computers, *Educational Programs, *Higher Education, Instruction, Instructional Materials, Physics, *Science Education, Teaching Methods

Identifiers—*PLATO IV, Programmed Logic for Automatic Teaching Operations

The PLATO IV system of computer-based education developed at the University of Illinois is discussed. A brief description of the PLATO system operation is given, and lesson examples are provided for the areas of biology, geometry, chemistry, and physics. Basic problems in the field of computer-based education are discussed, along with possible solutions. Appendices include a discussion of the contrast between large and

small computer-based education systems, examples of the use of the TUTOR programming language, and a selected bibliography. (MH)

ED 128 170

SE 020 913

Grimes, George M.

Handbook for Veterinary Faculty: Use of the PLATO System. CERI Report X-39.

Illinois Univ., Urbana. Computer-Based Education Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—CERL-R-X-39

Pub Date Jan 73

Note—51p.; Not available in hard copy due to marginal legibility throughout original document

Available from—PLATO Publications, Computer-Based Education Research Lab, 252 Engineering Research Lab, University of Illinois, Urbana, Illinois 61801 (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, Computers, *Higher Education, Instruction, *Instructional Programs, Professional Education, Science Education, *Teaching Guides, Teaching Methods, *Veterinary Medicine

Identifiers—*PLATO, Programmed Logic for Automatic Teaching Operations

This document, intended for faculty at the University of Illinois College of Veterinary Medicine, provides information about the PLATO computer-based instructional system and instructions for participating in lesson preparation. The physical components of the PLATO system and the PLATO IV terminals, student consoles, and teaching stations are described. The educational characteristics and instructional methods of the PLATO system are discussed. Also discussed are the background, rationale, organization, and functions of the College of Veterinary Medicine PLATO Program. Instructions are given for developing a lesson on PLATO, including probable time required. (MH)

ED 128 171

SE 020 914

Arsenty, Richard P. Kieffer, George H.

An Evaluation of the Teaching Effectiveness of PLATO in a First Level Biology Course. CERI Report X-32.

Illinois Univ., Urbana. Computer-Based Education Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—CERL-R-X-32

Pub Date Dec 71

Note—59p.; Not available in hard copy due to marginal legibility throughout original document

Available from—PLATO Publications, Computer-Based Education Research Lab, 252 Engineering Research Lab, University of Illinois, Urbana, Illinois 61801 (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Autoinstructional Methods, *Biology, College Science, *Computer Assisted Instruction, *Educational Research, *Higher Education, *Instruction, Science Education, *Teaching Methods

Identifiers—*PLATO, Programmed Logic for Automatic Teaching Operations, Research Reports

This paper describes a study of the teaching effectiveness of computer-assisted instruction using the PLATO system at the University of Illinois in a first level biology course. College enrollment, class rank, final grade, and time study data of the control and experimental groups were obtained from master rosters. A questionnaire administered to the experimental group the last week of each semester provided information on student acceptance of the PLATO method of instruction. At the conclusion of the study, preliminary data indicated that PLATO had the potential to become an effective educational adjunct by: (1) increasing student comprehension of lesson material; (2) actively engaging students in learning processes; (3) significantly reducing the amount of time spent by students on lesson materials; and (4) contributing to higher examination scores. Data tables and graphs and questionnaire items and responses are included. (Author/MH)

110 Document Resumes

ED 128 172 SE 020 916
Manteuffel, Mary S., Comp. Herrick, Kathie,
Comp.

Community College Biology Lesson Index.
Illinois Univ., Urbana. Computer-Based Education Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Aug 75

Note—98p.; Contains occasional marginal legibility

Available from—PLATO Publications, Computer-Based Education Research Lab, 252 Engineering Research Lab, University of Illinois, Urbana, Illinois 61801 (\$3.80 prepaid)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Biology, *Catalogs, *College Science, *Community Colleges, *Computer Assisted Instruction, Higher Education, *Instructional Materials, Resource Guides, Science Education

Identifiers—*PLATO, Programmed Logic for Automatic Teaching Operations

This catalog contains lesson descriptions of the available biology lessons on PLATO IV, compiled to assist instructors in planning their curricula. Information is provided for 87 lessons in the following areas: introductory material on experimental tools and techniques; chemical basis of life; cellular structure and function; reproduction and development; molecular genetics; biogenetics; classical genetics and genetics of populations; evolution; population biology and ecology; plant anatomy and physiology; plant pathology; taxonomy; human anatomy and physiology; and animal behavior. For each lesson, the following are provided: file name, author, instructional objective, description, student time, grade level, subject area, and special notes. (MH)

ED 128 173 SE 020 917
Manteuffel, Mary S.

Implementing PLATO in Biology Education at Three Community Colleges. CERL Report X-47.

Illinois Univ., Urbana. Computer-Based Education Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—CERL-R-X-47

Pub Date Feb 76

Note—39p.; Marginal legibility in Figures

Available from—PLATO Publications, Computer-Based Education Research Lab, 252 Engineering Research Lab, University of Illinois, Urbana, Illinois 61801 (\$1.25 prepaid)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Biology, *College Science, *Community Colleges, *Computer Assisted Instruction, *Educational Research, Higher Education, Instruction, Science Education, Teaching Methods

Identifiers—*PLATO, Programmed Logic for Automatic Teaching Operations, Research Reports

A field test of PLATO IV computer-assisted instructional lessons is discussed. Biology classes at three city colleges of Chicago used PLATO IV as part of the Community College Biology Project. During the 1974-75 academic year, usage involved 49 classes, 1506 students, and over 8700 hours on the system. Approximately 53 PLATO biology lessons were available for use. Practical knowledge obtained from the major areas of teacher-user orientation, lesson design strategies, documentation of the implementation process, and lesson validation are described. Sample lessons are included. (MH)

ED 128 174 SE 020 945
Grimes, George M.

Coet of Initial Development of PLATO Instruction in Veterinary Medicine. CERL Report X-43.

Illinois Univ., Urbana. Computer-Based Education Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—CERL-R-X-43

Pub Date Feb 75

Note—23p.

Available from—PLATO Publications, Computer-Based Education Research Lab, 252 Engineering Research Lab, University of Illinois, Urbana, Illinois 61801 (\$1.00 prepaid)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Computer Assisted Instruction, Expenditures, *Higher Education, Instruction,

*Instructional Programs, Medical Education, Professional Education, *Program Costs, Science Education, Teaching Methods, *Veterinary Medicine

Identifiers—*PLATO, Programmed Logic for Automatic Teaching Operations

An academic program instituting the PLATO system of computer-assisted instruction at the University of Illinois College of Veterinary Medicine is discussed. Procedures involved setting up an organization, establishing an administrative system, studying capabilities of the system, studying factors making a lesson suitable for programming, and preparing PLATO classroom facilities. More than 50 lessons were developed in all major subject areas of veterinary medicine. Included are expenditure data, information on the factors that influenced cost of lesson development, lengths of time required for lesson preparation, and factors of programmer efficiency. (MH)

ED 128 175 SE 020 947
DiBello, Louis V. And Others

Catalogue of PLATO Mathematics Lessons for Community Colleges and Adult Education.

Illinois Univ., Urbana. Computer-Based Education Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Nov 75

Note—126p.; Not available in hard copy due to marginal legibility of lesson descriptions throughout original document

Available from—PLATO Publications, Computer-Based Education Research Lab, 252 Engineering Research Lab, University of Illinois, Urbana, Illinois 61801 (\$6.10 prepaid)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, Algebra, *Community Colleges, *Computer Assisted Instruction, Computers, Geometry, Higher Education, *Instruction, *Instructional Materials, Lesson Plans, *Mathematics Education, Number Systems, Trigonometry

Identifiers—*PLATO, Programmed Logic for Automatic Teaching Operations

This catalog presents brief descriptions of all lessons developed by the PLATO project for community colleges and adult education. One hundred six lessons are available for computer-based use. Topics range from elementary arithmetic to function theory and trigonometry. For each of these lessons, this catalog presents the title, code name, author, and a description of the lesson. Lesson descriptions include notations of grade and subject area, amount of student time and computer space needed, a statement of the lesson objectives, and a delineation of the lesson sequence. For most lessons, sample computer displays are pictured. Three programs which allow students to comment upon lessons and teachers to gain information concerning student progress are also provided. (SD)

ED 128 176 SE 020 948
Dugdale, Sharon Kibbey, David

Fractions Curriculum of the PLATO Elementary School Mathematics Project.

Illinois Univ., Urbana. Computer-Based Education Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Mar 75

Note—107p.; Not available in hard copy due to marginal legibility of lesson descriptions throughout original document

Available from—PLATO Publications, Computer-Based Education Research Lab, 252 Engineering Research Lab, University of Illinois, Urbana, Illinois 61801 (\$2.55 prepaid)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, Computers, Curriculum, Elementary Education, *Elementary School Mathematics, *Fractions, Instruction, *Instructional Materials, Lesson Plans, *Mathematics Education, Number Systems, Rational Numbers

Identifiers—*PLATO, Programmed Logic for Automatic Teaching Operations

This volume presents a partial description of the lessons in the preliminary version of the PLATO fractions curriculum. Each lesson has three parts: review, new material, and a student-selected option. Students receive immediate feed-

back from the computer as they progress through each lesson. Five groups of lessons are described: meaning of fractions, mixed numbers, equivalent fractions, addition and subtraction (like denominators), and addition and subtraction (unlike denominators). An outline and flowchart is presented for each group. For each lesson within a group, a statement of purpose, a brief description, and sample computer displays are provided. (SD)

ED 128 177 SE 020 952
Goldenberg, E. Paul

A Glossary of PDP11 LOGO Primitives. Artificial Intelligence Memo Number 315A.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—LOGO-16

Pub Date Mar 75

Grant—NSF-GJ-1049

Note—40p.; Adapted from ED118370

Available from—The Artificial Intelligence Laboratory, 545 Technology Square, Cambridge, MA 02139 (\$1.30)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Artificial Intelligence, *Computer Programs, Computers, *Computer Science Education, Glossaries, *Manuals, *Mathematics Education, *Programming Languages

This manual provides brief descriptions of the primitives and is the PDP11 implementation of the LOGO language. It is intended as a quick reference for users familiar with the LOGO language. (SD)

ED 128 178 SE 020 953
Austin, Howard

A Computational View of the Skill of Juggling. Artificial Intelligence Memo Number 330.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—LOGO-17

Pub Date Dec 74

Grant—NSF-EC-40708-X

Note—61p.

Available from—The Artificial Intelligence Laboratory, 545 Technology Square, Cambridge, MA 02139 (\$1.70)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Artificial Intelligence, *Computer Programs, Learning, *Mathematical Models, Mathematics Education, *Psychomotor Skills, *Research, Simulation, *Skill Analysis, Skill Development

This research has as its basic premise the belief that physical and mental skills are highly similar, enough so in fact that computation paradigms such as the ones used in Artificial Intelligence research about predominantly mental skills can be usefully extended to include physical skills. This thesis is pursued experimentally by the categorization of "juggling bugs" via detailed video observations. A descriptive language for juggling movements is developed and a taxonomy of bugs is presented. The remainder of the paper is concerned with an empirical determination of the characteristics of an ultimate theory of juggling movements. The data presented are relevant to the computational issues of control structure, naming, addressing and subproceduralization. (Author/SD)

ED 128 179 SE 020 954
Cohen, Harvey A.

The Art of Snaring Dragons. Artificial Intelligence Memo Number 338. Revised.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—LOGO-18

Pub Date May 75

Grant—NSF-EC-40708-X

Note—60p.; Not available in hard copy due to marginal legibility throughout original document

Available from—The Artificial Intelligence Laboratory, 545 Technology Square, Cambridge, MA 02139 (\$1.70)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Artificial Intelligence, Computers, *Instruction, *Learning Theories, Mathematical

Models, Mathematics Education, Physics, *Problem Solving, *Science Education, Simulation, Teaching Methods, *Teaching Models

Several models for problem solving are discussed, and the idea of a heuristic frame is developed. This concept provides a description of the evolution of problem-solving skills in terms of the growth of the number of algorithms available and increased sophistication in their use. The heuristic frame model is applied to two sets of physical problems to illustrate the components involved. Several teaching strategies related to the heuristics and to promoting students' self awareness of their developing problem solving ability are discussed. In an appendix, the problem-solving model is related to the Piagetian idea of conservation. (SD)

ED 128 180 SE 020 956

Turtle Escapes the Plane: Some Advanced Turtle Geometry. Artificial Intelligence Memo Number 348.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—LOGO-21

Pub Date Dec 75

Grant—NSF-EC-40708-X

Note—39p.

Available from—The Artificial Intelligence Laboratory, 545 Technology Square, Cambridge, MA 02139 (\$1.30)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Artificial Intelligence, College Mathematics, *Computer Oriented Programs, Computers, *Geometry, Higher Education, Learning Activities, *Mathematical Concepts, *Mathematics Education, Secondary Education, *Secondary School Mathematics, Topology

The LOGO Turtles, originally developed at the Massachusetts Institute of Technology Artificial Intelligence Laboratory for teaching concepts in elementary geometry to primary-age children, can also be used in teaching higher-level mathematics. In the exercises described here, the turtle was programmed to traverse curved surfaces. Both geometric and topological ideas and concepts are developed. (SD)

ED 128 181 SE 020 957

Abelson, H. And Others

LOGO Progress Report 1973-1975. Artificial Intelligence Memo Number 356. Revised.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—LOGO-22

Pub Date Mar 76

Grant—NSF-EC-40708-X

Note—22p.

Available from—The Artificial Intelligence Laboratory, 545 Technology Square, Cambridge, MA 02139 (\$1.30)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Artificial Intelligence, Computer Oriented Programs, *Educational Environment, Educational Research, Instruction, *Learning Theories, *Mathematics Education, *Research, Science Education

This report outlines the accomplishments of the LOGO project of the Massachusetts Institute of Technology's Artificial Intelligence Laboratory during the period 1973-1975. Three major areas of work are listed: (1) building learning environments, (2) the theory behind the environments, and (3) experimenting with learning environments. Advances in the design of computer hardware and software are reported; these led to expansion of the activities and the grade levels of students using the system. Advances in theory are reported in six content areas: mathematics, physics, biology, music, games and simulation, and language. Experiments related to teaching, Piagetian psychology, learning laboratories, work with secondary-school and college students, and learning experiments are reported. Goals for 1975-1976 are listed in each section. (SD)

ED 128 182 SE 020 958

Austin, Howard

Teaching Teachers LOGO, The Lesley Experiments. Artificial Intelligence Memo Number 336.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—LOGO-23

Pub Date Apr 76

Grant—NSF-EC-40708-X

Note—27p.

Available from—The Artificial Intelligence Laboratory, 545 Technology Square, Cambridge, MA 02139 (\$1.30)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Artificial Intelligence, *Computer Oriented Programs, *Educational Environment, Elementary School Teachers, Higher Education, Learning Activities, Learning Theories, *Mathematics Education, *Research, *Teacher Education

This paper reports a study designed to determine how well teachers would learn the ideas embodied in the instructional sequences developed by the LOGO laboratory for use with elementary students. Approximately 30 pre-service and inservice elementary teachers were given 32 hours of instruction using the LOGO curriculum. Initially all students used the "Turtle" sequence; in latter portions of the course participants selected or designed their own projects; most investigated the juggling sequence. Results of the study indicated that the teachers learned the materials, and were able to apply their knowledge. They differed from children using the system in that they generally knew what they wanted but sometimes did not know the appropriate LOGO vocabulary. On the whole, they were less willing to try new ideas than children were. In general, they were enthusiastic about the system and anxious to have their students use it. (SD)

ED 128 183 SE 020 959

Boener, Charlotte M., Ed.

The Hoosier Science Teacher, Volume I, Number 4.

Hoosier Association of Science Teachers.

Pub Date May 76

Note—35p.

Available from—Hoosier Association of Science Teachers, Inc., Resident Agent, 925 S. Pasadena St., Indianapolis, Indiana 46219 (\$4.00 yearly; \$1.25 single copy)

Document Not Available from EDRS.

Descriptors—*Elementary Education, Elementary School Science, *Environmental Education, *Instructional Materials, Laboratory Equipment, Periodicals, Program Evaluation, Science Activities, *Science Education, *Secondary Education, Secondary School Science

This quarterly publication includes articles concerning the advancement, improvement, and coordination of science education in all fields of science at all educational levels. In this issue, articles deal with science resources, physics teacher workshops, environmental education programs, laboratory equipment and instructional aids, and self-assessment of secondary school science programs. (MH)

ED 128 184 SE 020 975

Levin, Florence Lindbeck, Joy S.

An Analysis of Selected Biology Textbooks for the Treatment of Controversial Issues.

Pub Date Apr 76

Note—30p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (49th, San Francisco, California, April 23-25, 1976); Not available in hard copy due to marginal legibility of original document (light and broken type)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Biology, *Content Analysis, Educational Research, Science Education, Secondary Education, *Secondary School Science, *Social Problems, *Textbooks

Identifiers—*Controversial Issues, Research Reports

Five secondary school biology textbooks were selected for this study: the 1973 edition of the BSCS Blue Version, "Biological Science, Molecules to Man"; the 1973 edition of the BSCS Green Version, "Biological Science, An Ecological Approach"; the 1973 edition of the BSCS Yellow Version, "An Inquiry into Life"; the 1973 edition of "Modern Biology" by J. H. Otto and A. Towle; and the 1973 edition of "Biology, A Search for Order in Complexity." Eleven categories of specific content regarding

controversial issues and biosocial problems were selected, and the textbooks were analyzed to determine both the quantity and quality of the content regarding these issues. The major result of the study indicated that the BSCS texts ranked highest in the quantitative and qualitative analyses for content of the identified issues and problems. (MH)

ED 128 185 SE 020 976

Ferreira, Rosemary C.

ECOLOGY (Earth's Cycle of Life: Operational Geosphere Study).

Pub Date [Apr 76]

Note—80p.; Not available in hard copy due to marginal legibility (light and broken type) throughout original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Curriculum, *Ecology, *Environmental Education, Interdisciplinary Approach, *Program Descriptions, Science Education, Science Materials, Secondary Education, *Secondary School Science, *Units of Study (Subject Fields)

Presented is an environmental science interdisciplinary learning program designed for use on the junior high or senior high school level. It includes learning activities coordinated with behavioral objectives as well as an Ecology Game. The program is composed of seven modules, each of which deals with an element of the science of ecology. The modules are subdivided into sequences and units, each addressing specific ecological concepts. The instructional approach employed is founded on the use of process oriented learning activities built around cognitive, psychomotor and affective behavioral objectives. The learning activities include laboratory investigations, role playing, literature research, class field trips, as well as games. (Author/EB)

ED 128 186 SE 020 982

President's Commission for the Protection of Human Subjects of Biomedical and Behavioral Research Act of 1976; Committee on Labor and Public Welfare, U.S. Senate, Ninety-Fourth Congress, Second Session.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Report No.—S-2515

Pub Date 14 May 76

Note—26p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavioral Sciences, Biological Sciences, *Civil Liberties, Ethics, *Federal Legislation, Government Role, Legislation, *Medical Research, Science Education, *Scientific Research

This Senate bill includes a discussion of the need for legislation protecting human subjects of biomedical and behavioral research and provides synopses of public hearings on this subject conducted by the Committee on Labor and Public Welfare. The legislation providing for the establishment of the Commission for the Protection of Human Subjects of Biomedical and Behavioral Research is set forth and includes the Commission's duties, specific areas to be studied by the Commission, and other administrative details. (MH)

ED 128 187 SE 020 983

Marine Education for Hawaii: A Prospectus. A Report for the Hawaii Marine Education Council.

Hawaii Univ., Honolulu. Curriculum Research and Development Group.

Spons Agency—Hawaii Univ., Honolulu. Sea Grant Program.

Pub Date Feb 75

Grant—UNIH-SEAGRANT-CR-75-04

Note—33p.; Not available in hard copy due to marginal legibility or original document

Available from—Sea Grant College Program, Univ. of Hawaii, 2540 Maile Way, Spalding 253, Honolulu, Hawaii 96822 (free)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Curriculum, Curriculum Development, Educational Programs, *Elementary Education, Marine Biology, *Oceanology, *Program Development, Science Education, *Secondary Education

Identifiers—*Hawaii, *Marine Education

This report includes the history and background of marine education in Hawaii, goals and objectives of marine education, guidelines for marine education implementation, and a proposed development plan for a marine education curriculum. The report also presents a general schedule of developmental activities that calls for the establishment of a steering committee that will monitor the development of a total environmental plan. The plan includes, among other things: a community resource identification program, a media resource identification program, a newsletter, and a curriculum development plan. (MH)

ED 128 188

SE 020 986

Dodge, Richard A., Ed.

AIBS Educational Review, Vol. 5, No. 2.

American Inst. of Biological Sciences, Washington, D.C. Education Div.

Pub Date May 76

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Anatomy, *Biology, College Science, *Computer Assisted Instruction, Environmental Education, *Higher Education, Individualized Instruction, *Instruction, *Instructional Materials, Physiology, Science Education

This publication, published quarterly by the American Institute of Biological Sciences, focuses on biology education in colleges and universities. Included in this issue are articles dealing with adapting available materials to an individualized instructional format, science seminars for liberal arts freshmen, the role of physiology in anatomy courses, a profile diagram for focusing thought on environmental problems, and the implementation of computer-assisted instruction in biology using structured and nonstructured mastery strategy with varying feedback specificity. (MH)

ED 128 189

SE 020 987

Burt, Gordon J.

The Detailed Evaluation of Mathematics Courses at the Open University. Report No. 1: The Unit on "Functions" in the Mathematics Foundation Course.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Pub Date Apr 76

Note—28p.; Contains some blurred and light type

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*College Mathematics, *Course Evaluation, Curriculum, *Curriculum Evaluation, Evaluation, *Formative Evaluation, Higher Education, Instruction, International Education, Mathematical Concepts, *Mathematics Education, Research, Student Reaction, Textbooks

Identifiers—*United Kingdom

As a part of the two-year process of revising the basic mathematics course at the Open University (Britain), an in-depth survey of students completing the first unit of the course was conducted. A sample of 120 students was divided into three groups of 40; group members received a questionnaire concerning concepts covered, a questionnaire about sections of the unit, or a test on the material. Approximately half of the students in each group returned the questionnaires. The concept questionnaire asked students to rate their prior familiarity, effort needed to understand, and current understanding of each concept identified in a conceptual analysis of the unit. These ratings were submitted to a multivariate analysis of variance. The sections of the unit were rated, and data analyzed similarly. Several relationships were uncovered: difficulty of concepts was predicted by amount of effort, and the time needed per section of a unit was related to level of concepts, number of diagrams, and number of lines in the text. The rating instruments and summaries of responses are included. (SD)

ED 128 190

SE 020 991

Characteristics of the National Sample of Scientists and Engineers 1974. Part 1. Demographic and Educational.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.—NSF-75-333

Pub Date Dec 75

Note—88p.; Not available in hard copy due to marginal legibility throughout original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington,

D.C. 20402 (Stock Number 038-000-00267-8, \$1.90)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Census Figures, Demography, Employment Patterns, Engineers, National Demography, Population Education, Science Education, *Scientific Manpower, *Scientists, Surveys

Identifiers—National Science Foundation, NSF

Presented is the first of three reports by the National Science Foundation (NSF) on the 1974 National Survey of Scientists and Engineers conducted by the Bureau of Census. The survey was designed to measure the changes, every two years, in the demographic, educational, and employment characteristics of the scientists and engineers identified in the 1970 Census of Population. This report presents detailed information on the 1974 National Sample with emphasis on the demographic and educational characteristics. Almost 1,100,000 scientists and engineers were represented by this National Sample. The publication is divided into two sections: (1) graphic highlights, and (2) selected characteristics. Technical notes, detailed statistical tables, and a reproduction of the 1974 questionnaire and reference lists are included in the appendix. (Author/EB)

ED 128 191

SE 020 998

Toward an Improved U.S. Merchant Marine: A Recommended Program of Studies.

National Academy of Sciences - National Research Council, Washington, D.C.

Spons Agency—Office of Naval Research, Washington, D.C.

Pub Date Jan 76

Contract—N00014-75-C-0711

Note—118p.

Available from—Executive Secretary, Maritime Transportation Research Board, National Research Council, 2101 Constitution Avenue, N.W., Washington, D.C. 20418 (free)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Government Role, *Management, *Oceanology, *Program Descriptions, Research, *Seamen, Surveys, *Transportation

Identifiers—*Maritime Transportation, *Merchant Marine

This report describes the development and current status of the U.S. Merchant Marine with special emphasis on the influences of government, management, labor, and users. The report describes a wide spectrum of maritime activities, including the roles of various government agencies, the organization and effectiveness of U.S. Merchant Marine management, the structure and impact of labor-management relations, and the reaction of current and potential users. The recommendations are listed in priority order and range from major research on the effects of bilateral trade policies to less comprehensive studies on the ways and means of encouraging the study of ocean transportation in major colleges of business administration. Recommendations are also made for studies in marketing, labor relations, and government activities. (Author)

ED 128 192

SE 021 162

Lindsten, Karin

Different Ways of Presenting and Handling Subject Matter: Science and Social Studies, Grade 3. Reprint from Department of Educational and Psychological Research, School of Education, Malmo, Sweden, No. 188.

School of Education, Malmo (Sweden). Dept. of Educational and Psychological Research.

Pub Date 75

Note—26p.; Small print in tables and graphs

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Educational Research, *Elementary Education, Elementary School Science, *General Science, Instruction, Instructional Materials, Science Education, *Social Studies, Student Opinion, Teacher Attitudes, *Teaching Methods

Identifiers—Research Reports, *Sweden

An investigation of pupil and teacher preferences concerning different ways of presenting subject matter in science and social studies in Swedish public schools is discussed. The curriculum used for these subjects was studied and an analysis made of a number of books used. Responses of a questionnaire gauging pupil and teacher preferences for types of classroom activities are presented and discussed. An additional

study is described which evaluated pupil and teacher preferences concerning textbook illustrations. Results of this study indicate a preference for large, clear pictures, where the subject is presented realistically, both in color and form. The overall conclusion of the investigation was that to a large extent, teachers and pupils agree on their preferences for the presentation of subject matter. (MH)

ED 128 193

SE 021 164

Report on Undergraduate Education in the History of Science.

History of Science Society.

Spons Agency—Alfred P. Sloan Foundation, New York, N.Y.

Pub Date Dec 75

Note—57p.; Small print in appendices and footnotes; Prepared by the Committee on Undergraduate Education

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Curriculum, *Higher Education, *History, Program Descriptions, Reports, Science Education, *Science History, Sciences, *Undergraduate Study

Although not a quantitative survey of undergraduate teaching of the history of science, this report presents information obtained from teachers and students nationwide. The report indicates that the classes in the history of science at many schools are filled largely by students majoring in the technical studies of science, engineering and medicine. A chapter is devoted to curriculum experiments in different colleges to make the history of science a part of the trend towards broader humanistic and social awareness. Curriculum materials, such as texts suitable for undergraduate instruction and audio-visual aids, are considered. Tables included in the report show information related to degree subjects of faculty and graduate students now in History of Science, and degrees in the History of Science awarded 1968-1975 in Canada and the United States. (Author/EB)

ED 128 194

SE 021 190

Pottenger, Francis M., III

From Theory to Design and Development: Foundational Approaches in Science Teaching, A Case Study.

Pub Date Apr 76

Note—22p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Curriculum, *Curriculum Design, *Curriculum Development, Educational Research, Elementary Secondary Education, Environmental Education, Instruction, Research, Science Education, *Sciences

Identifiers—FAST Project, Foundational Approaches in Science Teaching, Hawaii

Presented is a case study intended to describe one of the projects, developed by the Curriculum Research and Development Group (CRDG) of the University of Hawaii, through several stages of its evolution. Some 80% of the intermediate schools in Hawaii use part or all of this science curriculum program. Described is a multidisciplinary environmental science program which emphasizes fundamental concepts of the biological, earth, and physical sciences and relates these to practical issues of man's use of the environment. It is designed for use in grades 6-10. There are three sequential levels to the program, each contributing one year of science instruction. The conceptualization of the project, a brief outline of the program as it exists today (1976) and a description of the crafting process followed by a sketch of dissemination activity are presented. A few comments are given on lessons learned and conjectures made about state or regionally developed curricula. (Author/EB)

ED 128 195

95

SE 021 244

Fennema, Elizabeth, Ed.

Mathematics Learning: What Research Says About Sex Differences. Mathematics Education Reports.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 75

Note—51p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (\$1.75)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Ability, Attitudes, Elementary Secondary Education, *Mathematics Education, *Research, Secondary School Mathematics, *Sex Differences, Sex Stereotypes, *Womens Education

This volume presents four papers originally drafted for a symposium on sex differences and mathematics education held at the 1974 meeting of the American Educational Research Association. Subsequent to the AERA meeting the papers were revised. The paper by Fox reviews results of several contests to identify junior high school students who were precocious in mathematical ability, and subsequent instructional experiments aimed at improving the mathematical achievement of able girls. Aiken's paper presents factor analytic data concerning sex differences in attitudes toward mathematics and discusses several hypotheses to explain these differences. Armstrong's paper discusses results of factor analytic studies of sex differences in mathematics achievement and intelligence. Fennema's paper focuses on the role of spatial ability in learning mathematics and the relationship of this ability to sex differences in mathematics achievement. (SD)

ED 128 196

SE 021 252

Johnson, Carl S.

An Analysis of the Required Mathematical Preparation for Secondary School Mathematics Teachers in the United States. A Summary.

Pub Date [75]

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Course Content, *Curriculum, Degree Requirements, Educational Change, Higher Education, *Mathematics Education, *Mathematics Teachers, *Research, *Secondary School Teachers, Surveys, *Teacher Education

Identifiers—Research Reports

A survey questionnaire designed to gather information concerning collegiate requirements for the mathematical training of secondary school mathematics teachers was sent to the 749 members of the American Association of Colleges for Teacher Education. This paper summarizes the responses on the 448 returns received. The survey was designed to determine the number of semester hours of mathematics courses required of future mathematics teachers, the extent to which institutions offer different programs for junior and senior high school teachers, and the nature and extent of curricular change in the mathematical preparation of teachers since 1960. In addition to questions concerning specific course requirements, respondents were asked to indicate whether certain topics are included in courses. They were queried concerning curricular changes and the major influences motivating these changes; three questions concerned outstanding features and needs of respondents' programs. (SD)

ED 128 197

SE 021 274

Brown, Stephen W. Wunderlich, Kenneth W.
The Effect of Open Concept Education and Ability Grouping on Achievement Level Concerning the Teaching of Fifth Grade Mathematics.

Pub Date Apr 76

Note—17p. Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Achievement, *Classroom Environment, Elementary Education, *Elementary School Mathematics, *Grouping (Instructional Purposes), Instruction, Mathematics Education, Open Education, *Research, Team Teaching

Identifiers—Research Reports

The purpose of this investigation was to determine if open education and grouping students according to ability would result in greater achievement in mathematics than might occur in a heterogeneous, self-contained classroom. Four treatment groups, ability grouped and open teaching, heterogeneous and open environment, homogeneous and self-contained environment, and heterogeneous and self-contained, were employed. The first two groups were team taught.

Data were analyzed utilizing an analysis of covariance for the four groups. The pretreatment mathematics subscore served as a covariable for analysis of the post achievement mathematics subscores. Chi-square was used to determine differences in interaction patterns. Results indicated no differences between the groups on achievement of mathematical concepts, but a small difference favoring the groups which were not team-taught. Students in homogeneous classes reported more friction in their classrooms than those in heterogeneously grouped classes. There were no differences on the competition scales. (Author/SD)

ED 128 198

SE 021 275

Flake, Janice L.

Interactive Computer Simulations for Sensitizing Mathematics Methods Students in Questioning Behaviors.

Pub Date Apr 74

Note—18p. Paper presented at the annual meeting of the National Council of Teachers of Mathematics, April, 1974; Contains some light and broken type

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Computer Assisted Instruction, Higher Education, Instruction, *Mathematics Education, Methods Courses, *Questioning Techniques, *Research, Simulation, *Teacher Education

Identifiers—Research Reports

The purpose of this research was to design a model for constructing computer simulation sequences for use in developing future teachers' skill at questioning techniques, and to test the feasibility of using simulations in this context. The model developed involved a paradigm for classroom discourse which integrated selection of objectives, instructional moves, questioning behavior, and responses. A program was developed from the model and used with a group of students. Appendices list the moves and strategies used in the program and a set of questioning strategies exercises. (SD)

ED 128 199

SE 021 276

Flake, Janice L.

Covering Versus Uncovering Mathematics.

Pub Date Aug 75

Note—23p. Not available in hard copy due to light and broken type throughout

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Cognitive Development, *Conservation (Concept), Curriculum, Elementary Education, *Elementary School Mathematics, Instruction, *Learning Activities, *Manipulative Materials, Mathematics Education, Number Concepts

This paper examines some of the manipulative aids used in elementary mathematics instruction from the point of view of the cognitive structures needed to understand them. The number line, measurement activities, models for place value, and models for fractions are discussed. (SD)

ED 128 200

SE 021 277

Flake, Janice L.

What Makes Mathematical Sense to Children?

Pub Date 22 Jul 76

Note—25p. Paper presented at the National Conference for Teacher Corps Projects, Washington, D.C., July 22, 1976; Contains some light print

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cognitive Development, *Discovery Learning, *Educational Diagnosis, Elementary Education, *Elementary School Mathematics, Individualized Instruction, *Instruction, Manipulative Materials, *Mathematics Education, Symbolic Learning

This paper discusses six aspects of current practice in mathematics instruction of elementary school children: (1) use of symbolization, (2) use of models, (3) consideration of child development, (4) "logical" vs. "natural" approaches, (5) individualization, and (6) diagnosis and prescription. The author argues that symbols are frequently introduced prematurely, and that discovery approaches are more appropriate than logical ones for this level of development. (SD)

ED 128 201

SE 021 281

Eastman, Phillip Behr, Merlyn

Interaction Between Structure of Intellect Factors and Two Methods of Presenting Concepts of Logic.

Pub Date [76]

Note—23p. Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Algebra, *Instruction, *Logic, *Mathematics Education, *Research, Secondary Education, *Secondary School Mathematics, Symbolic Learning, Teaching Methods

Identifiers—Aptitude Treatment Interaction, ATI, Research Reports

This paper reports a study which attempted to generalize earlier results obtained by Eastman to another mathematical content area. Two hundred eight ninth-grade algebra students were randomly assigned to one of the two treatments. The figurative-inductive treatment presented concepts of logic through the use of Euler diagrams in an inductive mode; the symbolic-deductive mode presented the same concepts in a symbolic and deductive mode. Aptitudes of subjects were measured using tests of necessary arithmetical operations, abstract reasoning, inference, and figure classification. After treatment, achievement was measured using an experimenter-constructed test. A retention test (parallel to the posttest) was administered one week later. The data from criterion measures of learning and retention did not support the hypothesis of a significant Aptitude Treatment Interaction (ATI) between selected aptitude measures and the two treatment modes. Discussion of four apparent and significant problems in the area of ATI research is presented. (Author/SD)

ED 128 202

SE 021 282

Hungerman, Ann D.

1965-1975: Achievement and Analysis of Computational Skills, Ten Years Later.

Pub Date [75]

Note—14p. Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Achievement, *Basic Skills, *Educational Change, Elementary Education, *Elementary School Mathematics, Instruction, Mathematics Education, *Research, Standardized Tests, Tests

Identifiers—Research Reports

This research compared achievement of sixth graders in ten Michigan schools for the years 1965 and 1975. The "fundamentals" part of the California Achievement Test was the basis of comparison; school records were used to gather data on age, sex, and IQ of students in the two samples. School personnel were interviewed concerning prevailing instructional practices at the schools. The teachers of the students tested in 1975 were given a questionnaire. Data were submitted to analysis of variance using classrooms as the unit of analysis. Results indicated that, contrary to the national trend, computational skills were maintained in the ten schools studied. Stability in achievement scores was associated with a relatively stable teaching staff and lack of major socioeconomic changes in the school population. Changes in textbook series and school organization did not appear to affect overall achievement, although individualization in some schools seemed to benefit some skills at the expense of others. (SD)

ED 128 203

SE 021 283

Tinney, Franklin A.

The KeyMath Diagnostic Arithmetic Test: Use with Learning Disabled Students.

Pub Date 76

Note—11p. Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Diagnostic Tests, Elementary Education, *Elementary School Mathematics, *Low Achievers, Mathematics Education, *Research, *Standardized Tests, Tests

Identifiers—California Arithmetic Test, KeyMath Diagnostic Arithmetic Test

The purpose of this study was to investigate the relationship between the KeyMath Diagnostic Arithmetic Test and the California Arithmetic Test when used with children identified as having specific learning disabilities. The samples consisted of children in grades one through three enrolled in a diagnostic, prescriptive, remedial Resource Room program for children with specific learning disabilities. These children were from three of the eight schools housing the pro-

gram. Both tests were administered in late September and early October and again in May. Pearson product-moment correlation coefficients were computed for each pair of variables, as were 95% confidence intervals. The validity coefficients and the lower limits of the 95% confidence intervals were significant at least at the 0.05 level. The results suggest that there is a significant positive relationship between the KeyMath and the California tests for the learning disabled population under study. (Author/SD)

ED 128 204 SE 021 284
Schoen, Harold L. Drapac, Gloria L.
An Annotated Bibliography of Research on Self-Paced Mathematics Instruction (1965-1976).
Pub Date [76]

Note—55p.; Not available in hard copy due to marginal legibility (light and broken type) throughout original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Bibliographies, College Mathematics, Elementary School Mathematics, Elementary Secondary Education, *Individualized Instruction, *Instruction, *Mathematics Education, *Research Reviews (Publications), Secondary School Mathematics

Identifiers—*Self Paced Instruction

This bibliography provides information and brief annotations for 148 papers reporting research into the effectiveness of self-paced instruction in mathematics. The citations are organized into three major categories: research summaries (8 papers), studies comparing the effectiveness of self-paced programs with that of more traditional programs (101 papers), and studies designed to analyze or evaluate specific components of self-paced programs (39 papers). The papers annotated deal with mathematics instruction at all levels from the primary grades through college, and with a variety of cognitive and affective criteria for judging the effectiveness of instruction. Each annotation notes the grade levels at which the study was performed and summarizes the major findings. (SD)

ED 128 205 SE 021 286
Schlenker, Richard M.
Investigations in Marine Chemistry: Tide Pool Ecology.
Pub Date [76]

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Chemistry, *Ecology, Elementary School Science, Elementary Secondary Education, *Field Trips, Marine Biology, Mathematics, *Science Activities, Science Education, Secondary School Science

Identifiers—Tide Pools

Students investigated the salinity of tide pools at different levels in the intertidal zone. Data are analyzed collectively. Students graphed and discussed data. Included are suggestions for evaluation and further study. (Author)

ED 128 206 SE 021 289
Schlenker, Richard M.
Investigations in Marine Chemistry: Salinity I.
Pub Date [76]

Note—15p.; For related document, see SE021290

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Chemistry, *Discovery Learning, *Instructional Materials, *Oceanology, Physics, *Science Education, Secondary Education, *Secondary School Science, *Units of Study (Subject Fields)

Identifiers—Salinity

Presented is a unit designed for curriculum infusion and which relies on the hands-on discovery method as an instructive device. The student is introduced to the theory of a functioning salt water conductivity meter. The student explores the resistance of salt water as salinity increases and he treats the data which he has gathered, mathematically, using Ohm's Law as a vehicle. The unit may be easily infused into a high school chemistry, physics or advanced biology course. (Author/EB)

ED 128 207 SE 021 290
Schlenker, Richard M.
Investigations in Marine Chemistry: Salinity II.
Pub Date [76]

Note—17p.; For related document, see SE021289

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Chemistry, *Instructional Materials, *Oceanology, *Physical Sciences, Science Education, *Secondary Education, *Secondary School Science, *Units of Study (Subject Fields)

Identifiers—Salinity

Presented is a science activity in which the student investigates methods of calibration of a simple conductivity meter via a hands-on inquiry technique. Conductivity is mathematically compared to salinity using a point slope formula and graphical techniques. Sample solutions of unknown salinity are provided so that the students can sharpen their salinity measuring abilities. Evaluation exercises as well as suggestions for further study are included. (Author/EB)

ED 128 208 SE 021 291

Schlenker, Richard M.

Marine Science Education Materials and Their Usefulness.

Pub Date [76]

Note—54p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Bibliographies, Curriculum, *Elementary Secondary Education, *Instructional Materials, *Marine Biology, *Oceanology, Science Education, Sciences

Listed are educational materials related to marine science for elementary and secondary schools. The materials were collected and categorized according to subject matter content, grade level of usefulness, and type of publication, e.g., pamphlet, report, periodical, and papers. The source of each document is included as well as a brief annotation of each document. In all, 289 documents are categorized. Tables are presented to show the listings. Tables are divided into four sections: (1) titles, (2) source, (3) usability, and (4) contents. One of the tables classifies materials by usability and grade levels. (EB)

ED 128 209 SE 021 293

Science Education Newsletter No. 30.

British Council, London (England). Science Dept.

Pub Date May 76

Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Bibliographies, Elementary School Science, *International Programs, *Mathematics Education, Newsletters, *Science Activities, *Science Education, Secondary Education, Secondary School Science, Technical Education

Identifiers—*Great Britain

This issue, number 30 in the series, is divided into the sections of: (1) Activities in Britain, (2) Overseas Activities, and (3) International Science and Mathematics Activities. Presented in a newsletter format, numerous topics of interest to secondary school science and mathematics educators pertaining to British education are included. The editorial presents an overview of the evolution of curriculum development, especially in science and mathematics, between the years 1966-1976. Activities in Britain discussed include the Resources for Learning Development Unit which started as a local follow-up activity at the conclusion of the Nuffield Foundation-sponsored Resources for Learning project in 1974. Overseas activities include bibliographic summaries of curriculum development projects in the Caribbean, Africa, and Europe. International activities described include material on the Commonwealth Association of Science and Mathematics Educators, symposia highlights, workshops, and international and regional conferences in science and mathematics. (EB)

ED 128 210 SE 021 296

Wentzel, Donat G., Comp.

Astronomy Education. Third Newsletter of the TGEA (Task Group on Education in Astronomy).

American Astronomical Society, Princeton, N.J.

Pub Date Dec 74

Note—9p.; Not available in hard copy due to marginal legibility of original document

Available from—D. Wentzel, Department of Physics and Astronomy, University of Maryland, College Park, Maryland 20742 (free)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Astronomy, College Science, Curriculum, *Higher Education, *Instruction, Newsletters, Planetariums, *Resource Materi-

als, Science Education, *Secondary Education, Secondary School Science

This newsletter, published by the Task Group on Education in Astronomy, focuses on astronomy education both for the public and for schools. Topics in this issue include new publications related to astronomy education; a roster of consultants on astronomy education; a collection of course syllabuses (college level); teaching astronomy in schools, colleges, and planetaria; the introduction of astronomy in high schools; astronomy in the National Parks; and travelling astronomy exhibits. (MH)

ED 128 211 SE 021 297

Swihart, Thomas L., Ed.

Astronomy Educational Material Addendum

1970-1973. Part A: Material in English.

Spons Agency—Arizona Univ., Tucson. Seward Observatory.

Pub Date Feb 73

Note—11p.; For related document see SE021298;

Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Astronomy, Bibliographies, *Books, College Science, Elementary Education, Elementary School Science, Films, Higher Education, Hobbies, *Instructional Materials, *Resource Guides, *Science Education, Secondary Education, Secondary School Science

This resource guide is an update, covering the years 1970-1973, to a compendium of astronomy educational materials published in 1970. Included are English-language materials of all kinds, and at all levels, which would be of interest in astronomy education. The materials are classified according to type and are graded according to level where appropriate. The types are: books, atlases, journals, lecture notes and exercises, films, filmstrips, photographs, and slides. Levels comprise the following classifications: general public, amateur astronomers, elementary school, secondary school, university science students, university nonscience students, and advanced material for research or graduate study. (MH)

ED 128 212 SE 021 298

Swihart, Thomas L., Ed.

Astronomy Educational Materials Addendum

1973-1976. Part A: Material in English.

Spons Agency—Arizona Univ., Tucson. Seward Observatory.

Pub Date Feb 76

Note—8p.; For related document see SE021297;

Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Astronomy, Bibliographies, *Books, *College Science, Higher Education, *Hobbies, Instructional Materials, *Resource Guides, Resource Materials, Science Education

This resource guide is a supplement, covering the years 1973-1976, to a compendium of astronomy educational materials published in 1970. The majority of the listings are books published in English that would be of use in astronomy education. Levels are classified as follows: general public, amateur astronomers, university science students, university nonscience students, and advanced material for research or graduate study. (MH)

ED 128 213 SE 021 302

Hostetter, G. H. Stefani, R. T.

Observer and Controller Design Methods and Examples. COED Transactions, Vol. VII, No. 5,

May 1976.

American Society for Engineering Education,

Washington, D.C.

Pub Date May 76

Note—7p.

Available from—COED, P.O. Box 308, West

Long Branch, New Jersey 07764 (no price quoted)

Document Not Available from EDRS.

Descriptors—*Analog Computers, Computer Assisted Instruction, Computer Oriented Programs, Computers, *Engineering, Engineering Education, *Higher Education, *Instructional Materials, *Simulation

Identifiers—*Observer Theory

An overview of recent developments in the theory of observers is presented, together with a simple design method that casts the problem in

the form of a full order observer. Examples of observer performance are presented which are representative and suitable as demonstrations on small analog or hybrid computers. (Author/MH)

ED 128 214 SE 021 303

Hirsch, Richard A.

Analog Simulation of a Single Degree of Freedom System with Nonlinear Damping. COED Transactions, Vol. VIII, No. 6, June 1976.

American Society for Engineering Education, Washington, D.C.

Pub Date Jun 76

Note—11p.

Available from—COED, P.O. Box 308, West Long Branch, New Jersey 07764 (no price quoted)

Document Not Available from EDRS.

Descriptors—*Analog Computers, Computer Assisted Instruction, Computer Oriented Programs, Computers, *Engineering, Engineering Education, *Higher Education, *Instructional Materials, Mechanics (Physics), *Simulation, Student Projects

A computer project in the area of equivalent viscous damping is described. The concept of equivalent viscous damping is applied to a single-degree-of-freedom system with velocity-squared damping. Comparison of the analytical results with an analog computer solution shows that the concept gives accurate results for the amplitude and phase of the steady state response over a 20 to 1 range of the damping parameter and a 12 to 1 range of excitation frequency. (Author/MH)

ED 128 215 SE 021 304

Council of Europe News-Letter 2/76.

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date 76

Note—38p.; Contains occasional light type

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Comparative Education, Conference Reports, *Educational Change, Educational Research, Government Role, Higher Education, *International Education, *Newsletters

Identifiers—*Council of Europe, Europe

This newsletter consists of two parts, the first dealing with issues related to all nation members of the Council of Europe, and the second containing reports from eleven individual countries. The first section contains reports of two conferences: the ad hoc conference of Ministers of Education (reported in French), and a conference on the development of democratic institutions in Europe. Among the English language reports from individual countries are discussions of the objectives and availability of higher education in Denmark, West Germany, and the United Kingdom. Articles related to employment and employability of school graduates, vocational training and related issues in West Germany, Ireland, Norway and Sweden are included. Reports from Denmark, Sweden, and the United Kingdom concern selection of students. Other reports deal with educational reform (Austria), a Danish university, and teacher education (Netherlands). (SD)

ED 128 216 SE 021 313

Chapman, Kenneth, Ed.

Two-Year College Chemistry Conference Proceedings: Eastern Regional Conference (2nd, Boston, October 11-12, 1968); Annual Conference (9th, Minneapolis, April 11-12, 1969); and Western Regional Conference (3rd, Salt Lake City, June 13-14, 1969).

American Chemical Society, Easton, Pa. Div. of Chemical Education.

Pub Date [69]

Note—97p.; For related document, see ED 030 432

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Chemistry, College Science, *Community Colleges, Conference Reports, Conferences, *Curriculum, *Higher Education, Instruction, *Junior Colleges, Science Education, Technical Institutes

This document includes contributed short papers and summaries of recorded remarks from four meetings of the 1968-1969 Two-Year College Chemistry Conferences. Topics include the two-year college chemistry teacher, chemistry laboratories, teaching first-year college chemistry, a sophomore level chemistry course for both majors and nonmajors, organic chemistry in the

two-year college, and innovations in teaching chemistry. Also discussed is chemistry for the medical, dental, pharmacy, and allied health student. Appendices contain information about chemistry in two-year colleges in the U.S. and Canada, transfer chemistry programs, short courses on chemical theory, chemical education seminars and courses, and teaching aids centers. (MH)

ED 128 217 SE 021 314

Chapman, Kenneth, Ed.

Chemistry in the Two-Year College. Proceedings from Two-Year College Chemistry Conference and Papers of Special Interest to the Two-Year College Chemistry Teacher. 1971 No. 1.

American Chemical Society, Easton, Pa. Div. of Chemical Education.

Pub Date 71

Note—97p.; For related documents, see SE 021 315-320

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Chemistry, College Science, Community Colleges, *Conference Reports, Conferences, *Curriculum, *Higher Education, *Instruction, Instructional Media, Junior Colleges, Pollution, Science Education

Identifiers—*Chemical Technology Curriculum Project

In this publication, issued twice per year, four major topics are discussed: (1) chemistry course content, including chemistry for nonscience students and nurses; (2) using media in chemistry, such as behavioral objectives and audio-tutorial aids; (3) chemical technology, with emphasis on the Chemical Technology Curriculum Project (Chem Tec); and (4) chemistry and environmental pollution, including water, air, and soil pollution. (MH)

ED 128 218 SE 021 315

Chapman, Kenneth, Ed.

Chemistry in the Two-Year College. 1971 No. 2.

American Chemical Society, Easton, Pa. Div. of Chemical Education.

Pub Date 71

Note—99p.; For related documents, see SE 021 314-320

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Chemistry, College Science, Community Colleges, *Conference Reports, Conferences, *Curriculum, *Higher Education, *Instruction, Junior Colleges, Science Education, Technical Institutes

This publication, issued twice per year, includes proceedings from Two-Year College Chemistry Conferences and papers of special interest to the two-year college chemistry teacher. This issue contains discussions concerning the content of first-year, second-year, and other introductory courses in chemistry, such as special courses for nonscience and inhalation therapy students. Also discussed are the content and curriculum of chemical technology courses and special instructional methods in chemistry, such as computer-oriented laboratories and independent study. Special topics in both instrumentation and science and society are presented. The content of a short biochemistry course for teachers is described. (MH)

ED 128 219 SE 021 316

Chapman, Kenneth, Ed.

Chemistry in the Two-Year College. 1972 No. 1.

American Chemical Society, Easton, Pa. Div. of Chemical Education.

Pub Date 72

Note—91p.; For related documents, see SE 021 314-320

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Chemistry, College Science, Community Colleges, *Conference Reports, Conferences, *Curriculum, *Higher Education, *Instruction, Junior Colleges, Science Education

This publication, issued twice per year, includes proceedings from Two-Year College Chemistry Conferences and papers of special interest to the two-year college chemistry teacher. Course content is discussed for first-year, second-year, and other introductory chemistry courses, as well as for chemical technology courses. Instructional methods in chemistry are discussed, including audio-tutorial approaches and the use of films and mini-computers. Special topics in chemistry of water and the environment are presented. The content of a short thermodynamics course for teachers is described. (MH)

ED 128 220

SE 021 317

Chapman, Kenneth, Ed.

Chemistry in the Two-Year College. 1972 No. 2.

American Chemical Society, Easton, Pa. Div. of Chemical Education.

Pub Date 72

Note—98p.; For related documents, see SE 021 314-320

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Chemistry, College Science, Community Colleges, *Conference Reports, Conferences, *Curriculum, *Higher Education, *Instruction, Junior Colleges, Science Education

This publication, issued twice per year, includes proceedings from Two-Year College Chemistry Conferences and papers of special interest to the two-year college chemistry teacher. In this issue, content and curriculum of first-year courses and nonmajor courses are discussed, and special instructional methods in chemistry involving the computer are described. Other topics include health-related chemistry courses, chemical technology courses, the chemistry-biology interface, and chemical aspects of the relationship between science and society. (MH)

ED 128 221 SE 021 318

Bardole, Jay, Ed. Bardole, Ellen, Ed.

Chemistry in the Two-Year College. 1973 No. 1.

American Chemical Society, Easton, Pa. Div. of Chemical Education.

Pub Date 73

Note—99p.; For related documents, see SE 021 314-320

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Chemistry, College Science, Community Colleges, *Conference Reports, Conferences, *Curriculum, *Higher Education, *Instruction, Junior Colleges, Science Education

This publication, issued twice per year, includes proceedings from Two-Year College Chemistry Conferences and papers of special interest to the two-year college chemistry teacher. Curriculum development in the area of two-year college chemistry is discussed for the U.S. and several other countries. Additional topics include the role of chemistry in general education, chemistry for the allied health student, chemical technology programs, and the use of laboratory instrumentation in chemistry teaching. Various instructional methods in chemistry are discussed, including computer-assisted and individualized instruction. (MH)

ED 128 222 SE 021 319

Bardole, Jay, Ed. Bardole, Ellen, Ed.

Chemistry in the Two-Year College. Vol. 11, 1973.

American Chemical Society, Easton, Pa. Div. of Chemical Education.

Pub Date 73

Note—99p.; For related documents, see SE 021 314-320; Contains occasional light type

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Chemistry, College Science, Community Colleges, *Conference Reports, Conferences, *Curriculum, *Higher Education, *Instruction, Junior Colleges, Science Education

This publication, issued twice per year, includes proceedings from Two-Year College Chemistry Conferences and papers of special interest to the two-year college chemistry teacher. Relevant applications of chemistry are discussed, including the chemistry of flame retardance and photographic processes. Also discussed are topics related to the teaching of first-year general chemistry and second-year chemistry courses, such as organic chemistry and chemical instrumentation. Additional topics include individualized teaching methods in chemistry, chemical technology programs, and chemistry for the nonscience student. (MH)

ED 128 223 SE 021 320

Bardole, Jay, Ed.

Chemistry in the Two-Year College. Vol. 12, 1974.

American Chemical Society, Easton, Pa. Div. of Chemical Education.

Pub Date 74

Note—98p.; For related documents, see SE 021 314-319

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Chemistry, College Science, Community Colleges, *Conference Reports, Conferences, *Curriculum, Health Personnel, *Higher Education, *Instruction, Junior Colleges, Laboratory Safety, Safety, Science Education

This publication, issued twice per year, includes proceedings from Two-Year College Chemistry Conferences and papers of special interest to the two-year college chemistry teacher. Both chemical safety in the laboratory and the integration of laboratory work with teaching are discussed. Also discussed are topics related to the teaching of first-year general chemistry and second-year organic chemistry. Additional topics include allied health chemistry and chemistry for the nonscience student. (MH)

ED 128 224 SE 021 329

Russell, Thomas L.

On the Provision Made for Development of Views of Science and Teaching in Science Teacher Education.

Pub Date 76

Note—254p.; Ph.D. Dissertation, University of Toronto; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Doctoral Theses, *Educational Philosophy, Educational Research, Higher Education, *Instruction, Science Education, *Science Teachers, Scientific Attitudes, *Scientific Methodology, *Teacher Education, Teaching Methods, *Research Reports, *Science Philosophy

An analytical scheme is developed in this study from selected theoretical perspectives on the nature of science and the concept of teaching. The divergent interpretations of science of several science philosophers are examined and used to develop five dimensions of the analytical scheme. Selected philosophical analyses of the concept of teaching are described and interpreted, yielding six more dimensions. An initial assessment of its applicability is made by using the analytical scheme to examine arguments in eight passages selected from a sample of textbooks which discuss methods of teaching science. As developed, the analytical scheme may be used by science teacher educators in the design and evaluation of various aspects of their programs; several possible applications are noted. The theoretical perspectives developed in the study provide a sound conceptual basis for research concerned with views of science and teaching actually held by teachers, views implied by teachers' teaching behaviors, and processes by which views or teaching behaviors actually do change. (Author/MH)

ED 128 225 SE 021 330

Fowler, Chris Aemil

The Effect of Intensive Instruction in Hypotheses Generation Upon the Quantity and Quality of Information Search Questions Contributed by Ninth Grade Students.

Pub Date 76

Note—157p.; Ph.D. Dissertation, University of Maryland; Contains light and broken type throughout

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Doctoral Theses, *Educational Research, General Science, Grade 9, Information Seeking, *Instruction, *Problem Solving, Research Methodology, Science Education, Secondary Education, *Secondary School Science

Identifiers—Research Reports

Subjects selected from all the ninth grade intact science classes of a suburban junior high school were assigned to either a control group or one of four intensive instruction groups. The procedures for each instructional group included both watching a discrepant event until six acceptable hypotheses were written and individual discussion during which the investigator evaluated each of the six hypotheses according to standards that reflected the type of reinforcement and instruction the student received. The seven dependent variables determined by this study were: both the quantity and quality of written hypotheses following intensive instruction, both the quantity and quality of written information search questions following intensive instruction, the diversity of information search questions during the group discussion, and both the quantity and quality of written hypotheses after the group discussion. The conclusions included: (1) participants who received intensive instruction which emphasized either differentiated reinforcement,

criteria, or both, generated a higher quality of written hypotheses, following intensive instruction, than participants who received undifferentiated reinforcement or no intensive instruction; and (2) no form of hypothesis generation intensive instruction improves the participants' ability to generate a greater quantity or diversity of written information search questions following intensive instruction. (Author/MH)

ED 128 226 95 SE 021 332

Osborne, Alan R., Ed. Bradbard, David A., Ed. Models for Learning Mathematics, Papers from a Research Workshop.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio; Georgia Univ., Athens, Georgia Center for the Study of Learning and Teaching Mathematics.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date Jul 76

Note—210p.; Contains occasional light type; Photographs may not reproduce well

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (\$4.00)

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Developmental Psychology, Elementary Secondary Education, Geometry, *Learning, Learning Theories, *Mathematics Education, *Models, Problem Solving, *Research, Whole Numbers

The general purposes of a model are discussed, then seven papers are presented which demonstrate several different facets of the problems associated with constructing and using models of mathematics learning. In the first paper, the task addressed concerns how to incorporate developmental psychology into perceptions of what is happening in the mind of the child; in the next paper, children's approaches to problem solving are examined when the given information includes more than is necessary to solve the problem. In two other papers, the mathematics that provides the goals for instruction is considered. In the fifth paper, a model for learning mathematics that is similar to the traditional models used in the physical sciences is presented; the use of clinical interviews in building an adequate model of learning mathematics is discussed in the next paper; and in the final paper, several major principles in a Piagetian-oriented model are examined. The mathematical areas covered by the models include problem solving, geometry, arithmetic computation, counting, and numeration. (DT)

ED 128 227 SE 021 334

Tisher, Richard P. Power, Colin N.

The Effects of Classroom Activities, Pupils' Perceptions, and Educational Values in Lessons Where Self-Paced Curriculum Materials Are Used.

Australian Advisory Committee on Research and Development in Education, Canberra.

Pub Date 75

Note—135p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Curriculum, *Individualized Instruction, Instruction, *Research, *Science Education, Secondary Education, *Secondary School Science, *Teaching Methods

Identifiers—ASEP, Australian Science Education Project, Research Reports

This project was concerned with the effects of teaching activities in lessons where self-paced materials were used; with associations between teaching activities and cognitive and affective outcomes; with relationships between teachers' beliefs about teaching and teaching activities and pupil outcomes; with pupils' perceptions about a self-paced learning environment; and with associations between pupils' perceptions and observed teaching activities and outcomes. Data were obtained from 20 classes containing 326 pupils; 12 of these classes were taught by student teachers and 8 by experienced teachers. The classes of the student teachers were allocated to four different treatments: (1) use of Australian Science Education Project (ASEP) materials only; (2) ASEP materials plus a pre-structuring teacher overview and a film; (3) ASEP materials

with mid-structuring lessons and the film; (4) ASEP materials plus post-structuring and the film. The eight experienced teachers used ASEP materials but were not assigned to treatments. Students were given attitude and achievement pre- and posttests. Forty lessons were videotaped and analyzed. Results are discussed in terms of the nature of the learning environment, variation in the environment of the classrooms, and the teachers' structuring behaviors. (DT)

ED 128 228 SE 021 336

MacKay, Irene Douglas

A Comparison of Students' Achievement in Arithmetic with Their Algorithmic Confidence. Mathematics Education Diagnostic and Instructional Centre (MEDIC) Report No. 2-75.

British Columbia Univ., Vancouver. Faculty of Education.

Pub Date [75]

Note—42p.; Report from the Richmond Project (ORACLE); For related documents, see SE 021 337-338; Not available in hard copy due to marginal legibility of original document

Available from—Mathematics Education Diagnostic and Instructional Centre (MEDIC), Faculty of Education, University of British Columbia, 2075 Westbrook Place, Vancouver, B.C., V6T 1W5, Canada

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, *Achievement, Algorithms, Elementary Education, *Elementary School Mathematics, *Low Achievers, Mathematics Education, *Research, *Student Characteristics, Whole Numbers

Identifiers—Computation, Research Reports

The purpose of this study was to investigate the relationship between a student's confidence in his computational procedures for each of the four basic arithmetic operations and the student's achievement on computation problems. All of the students in grades 5 through 8 in one school system (a total of 6186 students) were given a questionnaire to determine their algorithmic confidence and a computational test for each of the four basic arithmetic operations on whole numbers. Addition and multiplication tables accompanied the test. Data on 5440 responses were used in the analyses. "Low achievers" on a particular computation test were defined as those students scoring more than one standard deviation below the mean of that test. There were a total of 267 low achievers on the addition test, 734 on the subtraction test, 735 on the multiplication test, and 985 on the division test. Of these low achievers, 226 expressed high algorithmic confidence in addition, 576 in subtraction, 513 in multiplication and 440 in division. The investigator concluded that for each arithmetic operation there were a substantial number of low achievers who expressed high algorithmic confidence. (DT)

ED 128 229 SE 021 337

Robitaille, David F.

A Comparison of Boys' and Girls' Feelings of Self-Confidence in Arithmetic Computation. Mathematics Education Diagnostic and Instructional Centre (MEDIC) Report No. 3-76.

British Columbia Univ., Vancouver. Faculty of Education.

Pub Date [76]

Note—22p.; For related documents, see SE 021 336-338; Not available in hard copy due to marginal legibility of original document

Available from—Mathematics Education Diagnostic and Instructional Centre (MEDIC), Faculty of Education, University of British Columbia, 2075 Westbrook Place, Vancouver, B.C., V6T 1W5, Canada

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, *Achievement, Algorithms, Elementary Education, *Elementary School Mathematics, Mathematics Education, *Research, *Sex Differences, *Student Characteristics, Whole Numbers

Identifiers—Computation, Research Reports

Boys' and girls' achievement in arithmetic computation was compared with their feelings of self-confidence in performing computations. A total of 2654 girls and 2786 boys from grades 5 through 8 in one school system participated. Each student was given a test to assess the degree of self-confidence in methods of performing the four basic operations with whole numbers, along with four computation subtests. Students were

provided addition and multiplication tables to use during the test. When a MANOVA was used to compare the boys' self-confidence and achievement scores to those of the girls, results indicated significant differences at each grade level and for the overall group. Univariate F-values calculated to identify the specific sources of these differences showed that 15 of the 20 F-ratios computed on measures of achievement were significant and each favored the girls. With regard to self-confidence, 6 of the 20 F-ratios were significant, all differences favoring the boys. The investigator concluded that the data support the general finding that boys tend to overrate their ability while girls tend to underrate theirs. (DT)

ED 128 230 SE 021 338

Feghali, Issa

Interviews with Students of High Confidence and Low Achievement. Mathematics Education Diagnostic and Instructional Centre (MEDIC) Report No. 5-76.

British Columbia Univ., Vancouver. Faculty of Education.

Pub Date [76]

Note—19p.; For related documents, see SE 021 336-337; Report from the Richmond Project (ORACLE)

Available from—Mathematics Education Diagnostic and Instructional Centre (MEDIC), Faculty of Education, University of British Columbia, 2075 Westbrook Place, Vancouver, B.C., V6T 1W5, Canada

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, Achievement, Algorithms, Elementary Education, *Elementary School Mathematics, *Low Achievers, Mathematics Education, *Research, *Student Characteristics, Whole Numbers

Identifiers—Computation

A previous study had confirmed that a substantial number of low achievers in grades 5 through 8 had high algorithmic confidence in each of the four arithmetic operations with whole numbers. The purpose of the present study was to follow up the results through interviewing low achievement-high confidence students in order to ascertain if they believed in their high confidence and to discover their reason(s). The test used in the previous study was administered to all 126 students in grades 5, 6, and 7 of one school and 19 students were selected to be interviewed personally. The interview consisted of re-administering of the confidence test on all four operations and retesting, as well as questioning each subject on some of the items of an operation in which he was high in confidence, but low in achievement. Results showed that the confidence test appeared to give a consistent measure of the students' confidence. Students interviewed did believe in their high confidence. The report closes with a list of ten reasons given by students for their high confidence. (DT)

ED 128 231 SE 021 378

Schlenker, Richard M. Murtha, Kathy T.

Static and Current Electricity.

Pub Date [76]

Note—28p.; Contains some light type in Charts and Graphs

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Audiovisual Instruction, Audiovisual Programs, *College Science, Discovery Learning, *Electricity, Higher Education, *Instructional Materials, Physics, Science Education

This is a copy of the script for the electrical relationships unit in an auto-tutorial physical science course for non-science majors, offered at the University of Maine at Orono. The unit includes 15 simple experiments designed to allow the student to discover various fundamental electrical relationships. The student has the option of reading the script or listening to the tape prior to completing the experiment. (Author/SL)

ED 128 232 SE 021 381

Federal R&D Funding Shows Moderate Increase for FY 1977. Science Resources Studies Highlights, August 10, 1976.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.—NSF-76-317

Pub Date 10 Aug 76

Note—5p.; Not available in hard copy due to numerous small and brown print throughout

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Annual Reports, *Educational Finance, *Federal Aid, Financial Support, *Research, Science Education, Scientific Research

Identifiers—National Science Foundation, NSF

This report summarizes federal research and development (R&D) funding estimates for 1976 and the requested funding for 1977. R&D obligations are expected to rise to \$21.6 billion in 1976, 5.7% of the total budget; \$23.5 billion is requested for 1977, 6.0% of the total budget. Tabulated data presents funding obligations by agency, character of work, major performer, field of science, and geographic distribution. Program changes by major agencies for 1977 are also included. (SL)

SO

ED 128 233 95 SO 008 620

Materials and Human Resources for Teaching Ethnic Studies: An Annotated Bibliography.

Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Grant—OEG-O-74-9136

Note—284p.; For related documents, see SO 009 398 and ED 120 032

Available from—Publications, Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302 (order publication no. 184, \$7.95 paper cover)

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—*Annotated Bibliographies, Cultural Awareness, Cultural Background, Curriculum Development, Elementary Secondary Education, *Ethnic Groups, *Ethnic Studies, Films, *Human Resources, Instructional Films, Instructional Materials, Minority Groups, *Resource Materials, Social Studies

The selective, annotated bibliography identifies over 1,000 materials for teaching ethnic studies. The majority of listed K-12 curriculum materials are recent, published after 1965. With a few exceptions, the materials relate only to the experiences and lives of ethnic peoples in the United States. Selection of materials was done by scholars in the field who recommended the documents which they considered "musts." The major organizer for listing the materials is regional category of ethnic group: Afro Americans, Asian Americans, British Americans, Central and Western European Americans, East European Americans, Irish Americans, Italian Americans, Jewish Americans, Latin Americans and Caribbean Americans, Mediterranean Americans, Mexican Americans, Native Americans, Religious Groups, and Scandinavian Americans. Within each group, materials are arranged by curriculum materials, student resources, teacher resources, and films. The majority of materials are annotated and rated on their format, accuracy, intercultural understanding, and educational quality. Also provided are listings of ethnic organizations and human resources and of publishers of ethnic materials. (Author/DB)

ED 128 234 SO 009 218

De Tray, Dennis N.

Population Growth and Educational Policies: An Economic Perspective.

Rand Corp., Santa Monica, Calif.

Spons Agency—Rockefeller Foundation, New York, N.Y.

Report No.—P-5380

Pub Date Mar 75

Note—58p.

Available from—Publications, Rand Corporation, 1700 Main Street, Santa Monica, California 90406 (\$5.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Birth Rate, Consumer Economics, Developed Nations, Developing Nations, *Economic Development, *Economic Factors, Economic Research, Economics, Economic Status, Educational Opportunities, *Educational Policy, Family Planning, Government Role, Models, *Population Growth, Population Trends, Research Design, Social Science Research, Socioeconomic Background, *Socioeconomic Influences, Statistical Analysis

A micro-economic model of population growth is presented to assess the relationship between education and fertility. On the basis of population growth evidence, the author presents the following opinions: (1) the potential of education as a policy instrument to influence family size is great but ignorance of the mechanisms through which education may affect fertility is also large; (2) economic policies that directly influence wife's wages, a couple's contraceptive behavior, and the early health and nutrition of children may be a more effective and quicker means of reducing family size than support of adult education; and (3) the trade-off that parents appear to make between the number of children they want and the investments they make in each child may be the key to middle- and long-term population policy in developing nations. The author concludes that the scarcity of economic resources makes continued research on policy instruments, like education, essential. A bibliography is included in the document. (Author/DB)

ED 128 235 SO 009 220

Whatever Happened to Debbie Kraft? An Awareness Game for Educators, Counselors, Students, and Parents.

Feminists Northwest, Seattle, Wash.

Pub Date 75

Note—27p.; For related documents, see SO 009 221 and 222

Available from—Feminists Northwest, 5038 Nicklas Place NE, Seattle, Washington 98105 (\$0.75 paper cover)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Affirmative Action, *Career Awareness, *Career Choice, Career Exploration, Case Studies, Counseling Effectiveness, Cultural Awareness, Decision Making, *Decision Making Skills, *Educational Games, *Females, Games, Guidance Counseling, Guidance Objectives, Problem Solving, Secondary Education, Self Concept, Sex Role, Sex Stereotypes

An educational game relating to alternate career and life-style choices of an 18-year-old female high-school senior comprises this booklet. The game is designed to aid young women in their attempt to make decisions about their lives. Choices offered at the beginning of the game are: You decide to go to college in the fall, You decide to get a job, You decide to marry your boyfriend, and You decide to spend your summer at the beach and wait until next fall to make a decision. Each choice is followed by several options, all requiring the player to turn to another page and encounter yet another set of options. All game options eventually lead to seven questions: (1) Do you feel the failure was Debbie's fault? (2) What do you think will happen to Debbie next? (3) What groups and agencies in Debbie's community could have given her information, encouragement, and moral support? (4) How could Debbie's situation have changed? Who could have changed it? (5) How could Debbie's parents, teachers, and counselors have prepared her to become an independent, confident, self-fulfilled woman? (6) How could they have helped her avoid getting trapped? (7) In what ways are people working for social change so that young women can have different life options? Bibliographic sources are cited. (Author/DB)

ED 128 236 SO 009 221

Planning for Free Lives: Curriculum Materials for Combating Sex Stereotyping in Home Economics, Family Living, and Career Awareness Courses.

Feminists Northwest, Seattle, Wash.

Pub Date 75

Note—41p.; For related documents, see SO 009 220 and 222 ; Copyright material has been removed from original document

Available from—Feminists Northwest, 5038 Nicklas Place NE, Seattle, Washington 98105 (\$3.00 paper cover)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Awareness, Child Development, Class Activities, Curriculum, *Daily Living Skills, Educational Innovation, Educational Objectives, *Family Life Education, Foods Instruction, *Home Economics Education, Home Economics Skills, Home Management, Individual Needs, Instructional Materials, Life Style, Secondary Education, Sewing Instruction, *Sex Role, Sex Stereotypes

Classroom activities for high-school students in home economics are provided. Designed to help male and female students gain home management skills without the usual limits of traditional sex-role stereotyping, the activities aim at assisting members of both sexes realize their potential as independent, thoughtful, cooperative, and assertive beings. Sample activities include instruction in cooking, sewing, family living, child care, and career awareness. Each of the activities presents instructions to the teacher; materials such as charts, lists, and questions which the students will need to carry out the activity; and suggestions for following up the original activity at a later date. Social inhibitions about home economics skills are discussed. For example, the authors suggest that if males feel inhibited about learning to sew, they might be encouraged by sewing something relevant to their present lives, such as a backpack. A bibliography of resource materials lists films, kits, slide shows, tapes, books, articles, and pamphlets. (Author/DB)

ED 128 237 SO 009 222
Again at the Looking Glass: Language Arts Curriculum Materials for Combating Sex Stereotyping.

Feminists Northwest, Seattle, Wash.
Pub Date 75
Note—32p.; For related documents, see SO 009 220 and 221

Available from—Feminists Northwest, 5038 Nicklas Place NE, Seattle, Washington 98105 (\$3.00 paper cover)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Affective Objectives, *Class Activities, Critical Thinking, Cultural Awareness, Curriculum, *Educational Games, Educational Objectives, Feminism, Games, Instructional Materials, *Language Arts, Language Role, Language Usage, Multimedia Instruction, Productive Thinking, Secondary Education, *Sex Discrimination, Sex Role, *Sex Stereotypes, Teaching Techniques

Classroom activities in language arts designed to make students aware of sex stereotyping are presented. Ninety-two learning games that encompass a wide array of language-arts skills are described. Topics covered in the various games and exercises are organized into four sections: (1) "Sexist Language: Watch What You Say!" introduces students to different forms of neuter pronouns, explores sexist definitions, investigates graffiti, and provides reading awareness activities; (2) "Autobiography: Free Lives" presents activities which emphasize women and their autobiographies; (3) "Nonsexist Literature: Sex Stereotyping, Women Writers" suggests ways in which students can become aware of sex-role stereotyping in literature and encourages writing of nonsexist material; and (4) "Sexism in the Media: Watch What You See!" encourages students and teachers to become aware of sex-discrimination messages from various media and suggests ways to work toward the elimination of sex-role stereotyping. Twelve criteria for evaluating educational material for sex-stereotyping characteristics are presented. A bibliography of books and other resource materials is provided for each section of the document. (Author/DB)

ED 128 238 SO 009 263
Vallance, Elizabeth

The Application of Aesthetic Criticism to Curriculum Materials: Arguments and Issues.

Pub Date Apr 76
Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Critical Thinking, Curriculum Evaluation, Curriculum Planning, Curriculum Problems, *Curriculum Research, Educational Research, *Language Usage, Language Variation, Literary Criticism, *Productive Thinking, Research Design, *Research Needs, Theories

This paper proposes that curriculum theorists replace abstract language with more descriptive terms in order to achieve productive criticism, and it examines issues inherent in such a change. American educational discourse, traditionally focused on technical rationales, encourages theorizing, but a descriptive, aesthetic rationale might facilitate better an understanding of the immediacy of the curriculum experience. Similarities between curricula and "works of art"

strengthen this innovative idea. Inherent assumptions, which must be verified empirically, involve (1) appropriateness of considering curriculum and a work of art in the same context, (2) educational significance of curriculum materials' aesthetic qualities, (3) ability of a critic's perception to illuminate perceptions of others who encounter the work, (4) capacity of curriculum material quality to indicate quality of the experience, (5) similarity of critic's and student's experiences, (6) validity of artistic terms when applied to curriculum materials, and (7) identification of critical aesthetic terms beyond those derived from art criticism. Accuracy of critical perceptions must be studied. This new approach can be justified if more practical attempts at aesthetic criticism are made, if insights are found useful in practical situations, and if audience judgment has an influence on quality of school experience. (AV)

ED 128 239 SO 009 269
Aiello, John R.

Effects of Episodic Crowding: A Developmental Perspective.

Pub Date Apr 76
Note—25p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (New York, New York, April 1976); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Age Differences, Anxiety, Children, *Environmental Influences, Group Dynamics, Human Relations, *Interaction Process Analysis, Interior Space, Older Adults, Social Behavior, Social Influences, *Social Psychology, Social Science Research, *Space Orientation

The social, behavioral, and physiological effects of episodic crowding on children and elderly adults are reported in this paper. Children ranging in ages from 9 to 16 and elderly adults ranging in ages from 60 to 90 were grouped by age into small and large rooms. Each group sat silently for 30 minutes in the rooms while skin conductance equipment measured their level of stress. The results indicated that crowded children had greater increases in stress than did their uncrowded peers. Both boys and girls reported great discomfort from the physical proximity of others in the crowded room and expressed greater feelings of annoyance following crowding. In contrast, elderly adults in the crowded room did not indicate feeling confined but regarded their room as cozier than did the uncrowded subjects. These subjects felt less aggressive, less afraid, less scrutinized, and friendlier in the crowded room. In addition, the adults in the crowded room characterized members of their group in a more positive light than did those in the uncrowded room. The implications of these findings on housing for the elderly are mentioned. (Author/DE)

ED 128 240 SO 009 293
Mitchell, James M. Luikart, F. W.

Preliminary Country Reports on Feasibility Survey: Policy Research and Education Institutions for Developing Countries.

Brookings Institution, Washington, D.C.
Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date 71
Contract—AID/csd2603
Note—85p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Developing Nations, Financial Support, *Foreign Countries, Higher Education, Policy Formation, Political Attitudes, Political Science, Politics, *Public Policy, *Research and Development Centers, *Social Science Research, Social Sciences, *Supplementary Educational Centers, Technical Assistance

Identifiers—Bolivia, Brazil, Colombia, Costa Rica, Guatemala, Nepal, Pakistan, Philippines, South Korea

The feasibility of creating independent research and education centers that deal with public policy issues in developing countries is assessed. Countries that were surveyed include Brazil, Colombia, Bolivia, Costa Rica, Guatemala, South Korea, Philippines, Pakistan, and Nepal. For each country, a report describes the social and politi-

cal climate in relation to establishing the centers. Also, recommendations are made for the feasibility of establishing an institution, desirability and extent of Agency for International Development (AID) support to make the institution viable, and degree of extent of technical assistance needed for each institution. It was recommended that (1) AID support social science research, not policy, in Brazil; (2) AID assist private persons' support of public policy research in Colombia; (3) AID not become involved in research institutions in Bolivia, Costa Rica, and Guatemala; (4) AID should encourage and assist the establishment of an institute in South Korea; (5) AID encourage private support for a center in the Philippines; (6) further inquiry into establishment of a center in Pakistan must be made; and (7) AID can assist cautiously a center in Nepal with high competence for research. (ND)

ED 128 241 SO 009 309
Halverson, Lynn H.

Geography via Pictures, Revision: Do It This Way, 2.

National Council for Geographic Education.
Pub Date 68
Note—36p.; For related documents, see ED 034 434 and SO 009 310-314

Available from—NCGE Central Office, 115 North Marion Street, Oak Park, Illinois 60301 (\$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Captions, Classification, Elementary Secondary Education, Geographic Concepts, Geography, *Geography Instruction, Human Geography, *Instructional Aids, Instructional Films, *Land Use, *Photographs, Physical Geography, *Pictorial Stimuli, Relationship, Slides, Social Studies, *Teaching Techniques, Visual Stimuli

Practical information for using a variety of pictures in the geography classroom is provided. Although pictures which depict cultural and natural landscape conditions are readily available, the methods by which pictures should be used in the classroom to produce the greatest impact on learning need to be carefully considered by the teacher. This publication describes procedures for classifying, grading, and using pictures in the classroom for maximum results. The basic criterion for the selection and use of a picture in geography instruction is its geographic quality. Pictures may be classified as possessing primary, secondary, or tertiary geographic quality on the basis of the portrayal of cultural and natural landscape items and the geographic relationships shown or suggested. Gradation in picture study is based on the degree of interpretative ability required to make the desired use of the picture. Pictures can be used for presenting either reconnaissance or detail. Reconnaissance use may be helpful for the introduction of material, presentation of disconcerting data, diagnostic testing, and cross-country presentation. Detailed pictures may be useful for creating a learning situation, orientation, definition, interpretation, checking, summary recall or review, and testing. The still picture from photographs and slides is easier to use for teaching geographic concepts than the motion picture, and captions can sometimes be helpful. Pictures cannot stand alone in geographic study, but need follow-up study and research, interpretation, and classification. (ND)

ED 128 242 SO 009 310
Batram, John V. Varney, Charles B.

Geography via Projected Media: Do It This Way, 3.

National Council for Geographic Education.
Pub Date 68
Note—47p.; For related documents, see ED 034 434 and SO 009 309-314

Available from—NCGE Central Office, 115 North Marion Street, Oak Park, Illinois 60301 (\$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Elementary Secondary Education, *Films, Filmstrips, Geography, *Geography Instruction, *Human Geography, Instructional Films, *Instructional Media, Projection Equipment, Slides, Social Studies, *Teaching Techniques, Transparencies, Visual Aids

The booklet is designed to acquaint geography teachers with a variety of projected media materials and with effective techniques for their use in

the classroom. Projected media include slides, filmstrips, opaque and overhead projections, and motion pictures. The use of projected media helps teachers simplify, clarify, analyze, and synthesize relationships between man and his environments. Using media in the classroom helps students form clear mental pictures of geographical principles, patterns, and concepts. One major advantage in using projected media is that teachers can prepare materials in advance that are specifically suited to the presentation of a particular topic. For media to be used successfully, teachers must adequately plan and relate the medium to the chosen topic. This booklet is divided into sections on various media, each containing discussion of the nature of the medium, advantages, disadvantages, special considerations, and selected references. Slides are flexible, available, inexpensive, easy to use, and combinable with other projected media. Filmstrips require a minimum of commentary, present a sequential development of an idea, are inexpensive, and contain informational captions. Overhead projectors allow the teacher to maintain eye contact with students, project many objects, and control the pace of the presentation; however, they are costly, require special storage facilities, and create distortion of images. Although motion pictures add realism to learning, offer technical flexibility, and are easily available; they are complex and expensive. The use of projected media involves principles of selection, introduction, facilities, presentation, and follow-up. (ND)

ED 128 243 SO 009 311

Gross, Herbert H.

The Home Community: Do It This Way, 4.
National Council for Geographic Education.
Pub Date [65]

Note—20p.; For related documents, see ED 034 434 and SO 009 309-314

Available from—NCGE Central Office, 115 North Marion Street, Oak Park, Illinois 60301 (\$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Community, Community Characteristics, *Community Study, Elementary Secondary Education, Family Environment, Family Life, Geographic Concepts, Geography, *Geography Instruction, *Human Geography, Scientific Methodology, Social Development, Social Problems, Social Studies, Teaching Techniques

Included in this booklet are content information, teaching techniques, and ways to study about the home community for geography teachers. The author suggests that the home community should be the base of operations in geographic learning at all geographic levels. The home community, the place where people have common interests, is discussed as a geographic region. The following five major elements of a community are briefly described: physical, spatial, human, cultural, and social. The elements can be studied through surveys, field trips, study of documentary materials, resource persons, map recording, preparation of pictorial and graphic materials, and participation in service projects. Suggestions for employing the techniques are provided. The use of a scientific method is proposed for studying the home community. Steps involved in the scientific method include exploring, selecting, measuring, classifying, recording, synthesizing, interpreting, and applying. The success of home community study depends on the acquaintance of teachers with the content and methodology of geography and on their concern for social improvement. (ND)

ED 128 244 SO 009 312

McKinney, William M.

Geography via Use of the Globe: Do It This Way, 5.
National Council for Geographic Education.
Pub Date 65

Note—26p.; For related documents, see ED 034 434 and SO 009 309-314

Available from—NCGE Central Office, 115 North Marion Street, Oak Park, Illinois 60301 (\$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Earth Science, Elementary Secondary Education, Geographic Concepts, Geographic Location, Geography, *Geography Instruction, Higher Education, *Instructional

Aids, Light, Mathematical Applications, Physical Geography, Physical Sciences, Relativity, Social Studies, *Space, Space Orientation, *Time

Identifiers—*Globes

In order to visualize relationships of space for teaching mathematical geography, this booklet shows how the globe may be used as a model of the earth in space. Its purpose is to stimulate the teaching of mathematical principles in secondary-school geography and earth science through a survey of basic principles of global usage. The introduction on using the globe discusses what it is, its advantages, its limitations, types of globes, and types of mountings. A discussion of the lines on a globe includes number and spacing of grid lines, parallels of latitude, meridians of longitude, direction in latitude and longitude, finding locations on a globe, and the great and small circles. How the earth is illuminated by sunlight involves its position in space. The discussion about illumination covers artificial illumination of the globe, summer solstice, winter solstice, equinoxes, length of day and night, subsolar point, tropic lines, natural illumination, sunrise and sunset, and location of the subsolar point. The concept of time is presented in relation to light and space by describing earth as a timepiece, noon and the meridian, equation of time, analemma, time and longitude, standard time, effect of repeated time changes, international date line, and time changes on the globe. (ND)

ED 128 245 SO 009 313

Richison, Benjamin F., Jr. Guell, Carl E.

Geography via Aerial Field Trips: Do It This Way, 6.
National Council for Geographic Education.
Pub Date 65

Note—25p.; For related documents, see ED 034 434 and SO 009 309-314

Available from—NCGE Central Office, 115 North Marion Street, Oak Park, Illinois 60301 (\$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Airborne Field Trips, Elementary Secondary Education, Field Trips, Geographic Regions, Geography, *Geography Instruction, Higher Education, Human Geography, Land Use, Outdoor Education, *Physical Geography, Physical Sciences, Program Planning, Teaching Guides, *Teaching Methods

To provide guidance for geography teachers, this booklet presents information on how to plan and execute aerial field trips. The aerial field trip can be employed as an effective visual aid technique in the teaching of geography, especially for presenting earth generalizations and interrelationships. The benefits of an aerial field trip are studying a region from a high vantage point for a total view, surveying an extensive area within a short period of time, and experiencing air topography and currents. Elements to consider when planning the aerial field trip include selecting the features to be viewed, determining the flight route, length of the field trip, selecting the type of aircraft to use, how many aircraft to use, altitude at which to fly, when to schedule the trip, cost of the aerial field trip, and preparation of flight map and log. The booklet offers short sections containing ideas about preflight classes and briefing and about postflight interrogation and review. Twenty-five photographs illustrating different aerial views of land conclude the booklet. (ND)

ED 128 246 SO 009 314

Best, Thomas D.

Geography via the Overhead Projector: Do It This Way, 7.
National Council for Geographic Education.
Pub Date 68

Note—71p.; For related documents, see ED 034 434 and SO 009 309-313

Available from—NCGE Central Office, 115 North Marion Street, Oak Park, Illinois 60301 (\$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Elementary Secondary Education, Geography, *Geography Instruction, Higher Education, *Overhead Projectors, *Physical Geography, Projection Equipment, Slides, Social Studies, Teaching Techniques, Transparencies, *Visual Aids

This booklet is designed to assist teachers in their use of overhead projectors when teaching geography. With the overhead technique, relationships among patterns can be suggested bit by bit on inexpensive, easily prepared overlays that are projected to sizes appropriate for a particular instructional situation. A general discussion of the features of overhead methodology includes the anatomy of the overhead projector, overhead transparencies, and techniques of overhead presentation. The preparation of overhead transparencies is described, using original drawings, one-to-one copies, and photographs. The use of slides is also described. An overhead projector has many roles, such as replacement for other types of projectors, chalkboard substitute, substitute for wall maps and charts, superimposition, and dual screen. Teachers can experiment or use the 17 transparency masters that conclude the booklet. Guidelines are included for using the masters, which represent simple and complex progressive disclosure, simple additive-subtractive cells, production techniques, and reproduction techniques. (ND)

ED 128 247 SO 009 315

Urban Geography: Topics in Geography, Number 1.

National Council for Geographic Education.
Pub Date May 66

Note—42p.; For related documents, see SO 009 316 and 317

Available from—NCGE Central Office, 115 North Marion Street, Oak Park, Illinois 60301 (\$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*City Planning, Community Change, Curriculum Development, *Curriculum Research, Essays, Geographic Concepts, *Geography Instruction, Higher Education, High School Curriculum, *Human Geography, Secondary Education, Urban Areas, Urban Environment, *Urbanization, *Urban Studies

The scope, objectives, and some of the findings of urban geography are discussed in this paper. Curriculum development in urban geography at the high-school level is also briefly described. The first of six articles, "Aspects and Trends of Urban Geography," explains the urban geographer's interest in internal city structure, interaction of static functions within the city as well as changing patterns over time, and use of mathematical models of urban characteristics. The second article, "Historical and Comparative Urban Studies," defines cities as centers of exchange and traces urbanization historically and geographically. The elements of Christaller's central place theory are explained in the third paper, which includes definitions of central place, central goods and services, and the range or complementary region of a good. "Public Policy and the Central Business District" (CBD), the fourth article, compares the CBD's assets and deficits and explores the need for public policy when growth in outlying areas is sapping its strength. The last two articles discuss the urban unit of the High School Geography Project and the need for urban geography in U.S. high schools. (AV)

ED 128 248 SO 009 316

Statistics for Geography Teachers: Topics in Geography, Number 2.

National Council for Geographic Education.

Pub Date Jan 67

Note—38p.; For related documents, see SO 009 315 and 317

Available from—NCGE Central Office, 115 North Marion Street, Oak Park, Illinois 60301 (\$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Comparative Statistics, Data, Diagrams, Elementary Secondary Education, Geography, *Geography Instruction, Graphs, Higher Education, *Instructional Aids, Maps, *Statistical Data, *Statistics, Tables (Data), *Visual Aids

This publication is designed to provide geography teachers with useful statistical information. It presents tables, maps, graphs, diagrams, and explanations of statistical data in 24 areas. The areas in which statistics are given are conversions, measurement, astronomy, time, daylight, twilight, latitude and longitude as distance, the relationship of latitude and area, physical comparisons, continental extremes, altitude effects,

climate, motion, weather extremes, environmental limitations, urban area population, land usability, population characteristics, production and consumption of selected industrial commodities, energy, other economic and social measures, national economy measures, production rankings, and exports and imports. (AV)

ED 128 249 SO 009 317
Geography and Educational Media: Topics in Geography, Number 3.

National Council for Geographic Education.

Pub Date May 67

Note—66p.; For related documents, see SO 009 315 and 316

Available from—NCGE Central Office, 115 North Marion Street, Oak Park, Illinois 60301 (\$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Curriculum Development, *Curriculum Enrichment, *Educational Resources, Elementary Secondary Education, Geographic Concepts, Geography, *Geography Instruction, Instructional Aids, Instructional Materials Centers, *Instructional Media, Social Studies, *Teaching Techniques

This collection of articles is designed to acquaint elementary and secondary school teachers with new educational media and with effective uses of old media. Two articles discuss the media concept and its appropriateness to the study of geography. In several articles, commonly used materials such as wall maps, globes, and elements of the classroom are described and suggestions for their use are given. The still photograph, if clear and forceful, is shown to supplement map and globe studies. Road maps are recommended to facilitate understanding of orientation and scale concepts in lower grades, while concepts of population distribution and topography can be reinforced in upper grades by using overlays on an overhead projector. Following these articles is a description of one innovation in curriculum resource development employing the audio-tutorial approach in which the student interacts individually with learning materials. Next are four short selections in which teachers share some innovative ideas for media use that have been used successfully in their own classrooms. The final two articles present listings of source information on media articles and instructional materials and techniques. (AV)

ED 128 250 SO 009 345
Paulson, Roland G.

Preconditions for System-Wide Educational Reform: Learning from the Cuban Experience. Pittsburgh Univ., Pa. International and Development Education Program.

Pub Date 76

Note—31p.; Paper presented at the Conference on the Future of U.S.-Cuban Relations (Latin American Council, University of Kentucky, April 9-10, 1976); For a related document, see SO 009 368

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Change Strategies, Communism, *Comparative Education, *Developing Nations, *Educational Change, *Educational Problems, Elementary Secondary Education, *Rural Education, Values, Work Study Programs

Identifiers—*Cuba

This paper discusses accomplishments and problems in recent Cuban attempts to move secondary education into rural areas. Some of the theoretical implications of the Cuban educational reform model for other Latin American societies are examined. Prerevolutionary Cuban education was crucially deficient in its orientation to professional training and a near total rejection of practical, work-oriented skills required for national development. On taking power, Castro began a massive educational reform movement by instructing schools to mold the socialist "new man" dedicated to self-sacrifice and to the struggle against injustice and exploitation. The highest priority was placed on rural education and creating educational programs for urban youth which combined theoretical learning and actual work experience in agricultural work-study programs. Six years of primary schooling has been made available to almost all rural children. Two major problems in the new educational system are (1) that over half of the children in primary schools are grade repeaters and (2) that the majority of students, even though education is available to

them, continue to drop out at an early age to work or to loaf. (Author/RM)

ED 128 251 SO 009 346

Eaton, William Edward

The Origin and Growth of Schools in Jackson County, Illinois: A Historical Case Study.

Spons Agency—Southern Illinois Univ., Carbondale. Coll. of Education.

Pub Date 76

Note—53p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Case Studies, Consolidated Schools, *Educational Development, *Educational History, Elementary Secondary Education, Foundations of Education, *Local History, Negro Education, Primary Sources, School Buildings, School Law, School Location, School Maintenance, School Support, Teacher Education, United States History

Identifiers—*Illinois (Jackson County)

A case study of school development in Jackson County, Illinois, from 1870 to 1976 is presented in this monograph. Settlement in southern Illinois and establishment of Jackson County are discussed briefly. The study of the educational history of the county is divided into three chronological sections. The educational heritage section, 1818-1854, investigates the first schools. It discusses the school law of 1825, subscription schools, and financing of the schools. The section on the middle period in school development, 1855-1900, presents information about town schools, school life, educating the Negro in Jackson County, the teachers, school buildings, and special schools. The section covering the modern period, 1901-present, discusses the history of country schools, teaching, parochial schools, high schools, and consolidation of the schools. Historical data are sketchy because many records from Jackson County have been destroyed; thus, the case study is based on original research. The author believes that the case study of Jackson County can provide generalizations that are applicable to other locales. (ND)

ED 128 252 SO 009 350

Lubetski, Meir Lubetski, Edith

Writings on Jewish History: A Selected Annotated Bibliography.

Pub Date Nov 74

Note—31p.

Available from—American Jewish Committee, 165 East 56 Street, New York, New York 10022 (\$0.75)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Annotated Bibliographies, Anthologies, Biographies, Culture, Elementary Secondary Education, Ethnic Groups, Fiction, *Group Relations, *Jews, Minority Groups, *Social History, Social Studies, United States History, World History

This annotated bibliography is intended to help social studies teachers give students in grades 5-12 a better understanding of Jews from the Biblical times to the present. Its purposes are to supply information about the role of Jews in both world and American history and to help teachers and students develop an informed perspective on intergroup relations. The bibliography lists works in Jewish history, culture, personalities, and contributions. The selections include fiction and non-fiction books, historical texts and documents, biographies and autobiographies, and classic and modern literary works. The listings are arranged in two categories: books intended for young readers and those recommended for teenagers and adults. Under each grouping the books are listed alphabetically by title within subsections of history, biography, and fiction. The last section of the bibliography provides a list of basic reference works useful for teachers and researchers. (Author/ND)

ED 128 253 95 SO 009 351

Azzouz, Azzedine And Others

Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia. Vol. 8, No. 3, 1974.

Agence Tunisienne de Public Relations, Tunis (Tunisia).

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-75-55070-3

Pub Date 74

Note—46p.; Not available in hard copy due to legibility of original document; For related documents, see SO 009 352 and ED 123 180
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, *Annotated Bibliographies, Art Education, Bilingualism, *Comparative Education, Developing Nations, Educational Philosophy, *Educational Practice, Educational Problems, *Educational Programs, Educational Theories, Elementary Secondary Education, Higher Education, Teacher Education, Vocational Education

Identifiers—*Africa, Algeria, Libya, Morocco, Tunisia

This bibliography contains 100 English-language annotations of newspaper articles and government publications from four North African nations. All of the items were published July-September 1974. Annotations are categorized by topic: philosophy and theory of education, educational level, special adult education, teacher training, teaching methods and aids, artistic education, Arabization and bilingualism, and a special section on educational problems in Morocco. A list of periodical sources concludes the document. (ND)

ED 128 254 95 SO 009 352

Azzouz, Azzedine And Others

Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia. Vol. 8, No. 4, 1974.

Agence Tunisienne de Public Relations, Tunis (Tunisia).

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-75-55070-4

Pub Date 74

Note—48p.; Not available in hard copy due to legibility of original document; For related documents, see SO 009 351 and ED 123 180

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, Agricultural Education, *Annotated Bibliographies, Bilingualism, *Comparative Education, Developing Nations, Dropouts, Educational Philosophy, *Educational Practice, *Educational Programs, Educational Theories, Elementary Secondary Education, Higher Education, Religious Education, Special Education, Teacher Education, Vocational Education

Identifiers—*Africa, Algeria, Libya, Morocco, Tunisia

This bibliography contains 100 English-language annotations of newspaper articles and government publications from four North African nations. All of the items were published October-December 1974. Annotations are categorized by topic: philosophy and theory of education, educational level, adult education, special education, teacher training, teaching methods and aids, agricultural education, religious education, Arabization and bilingualism, and a special section on school dropouts. A list of periodical sources concludes the document. (ND)

ED 128 255 95 SO 009 354

Rosen, Seymour M.

Education in the U.S.S.R.: Recent Legislation and Statistics.

Office of Education (DHEW), Washington, D.C.

Report No.—DHEW-OE-75-19117

Pub Date 75

Note—56p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (OE-75-19117, \$0.95)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Comparative Education, *Educational Legislation, *Educational Needs, Educational Objectives, *Educational Principles, Educational Problems, *Educational Trends, Elementary Secondary Education, Higher Education, Legislation, Manpower Development, *Statistical Data, Vocational Education

Identifiers—*USSR

Recent developments and emerging trends in Soviet education, as reflected in legislation and statistical reports, are reported. First, the structure of Soviet secondary and higher education is outlined. Then, a description is given of the July 1973 Fundamentals, a legislative statement of principles focusing on the Soviet ideal of the education system. Equal educational opportunity,

free tuition for all education after kindergarten, and citizen right to enroll in higher education with appropriate prior education are emphasized. Comparative statistics are given for Soviet and U.S. education in terms of specific education levels, nationality groups, and women. Trends in Soviet education include the (1) growth of nursery, kindergarten, and upper-secondary school enrollments; (2) increase in the general education component in vocational schools; (3) large role of secondary schools for technical specialization; and (4) continuing focus in higher education on developing specialists to serve the needs of the national economy. Soviet educational needs include revising the curriculum, improving the teaching quality, and broadening the training of specialists. (AV)

ED 128 256 SO 009 368

Paulston, Roland G.

Revolutionary Educational Reform Efforts in Latin America.

Pub Date 75

Note—6p.

Journal Cit—Pitt Magazine; v30 n2 p16-20 May 1975

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Civic Belief, Comparative Education, *Cubans, Cultural Disadvantage, Developing Nations, *Educational Change, Educational Finance, Educational History, Educational Improvement, *Educational Objectives, Educational Problems, Educational Quality, Elementary Secondary Education, Foreign Countries, Government Role, *Latin American Culture, Nationalism, *Political Socialization, Public Education, *Social Change, Social Disadvantage

The author briefly examines how educational reform attempts in Cuba since 1959 have taken place and how they have been related to social, economic, and political change efforts in the society at large. The Cuban educational system makes a significant contrast against the failure which characterizes the other Latin American educational systems. Cuban efforts have made important strides toward creating a new socialist man upon whose deeds and accomplishments Castro's Marxist society can rest. On taking power, Castro instructed all Cubans on how inequities and inefficiencies in the educational system reflected the consequences of economic and cultural domination. Education has been selected to serve as the instrument of individual and social change. Both the formal school system and the out-of-school educational sector have been vastly expanded and reoriented. In the formal school system, elimination of private schools after 1961, increased budgetary inputs, community pressure, and vigorous enforcement of extended attendance requirements have all contributed to skyrocketing public school enrollment figures. Revolutionary Cuba has, for the first time in Latin America, created a social context where aspirations of educational reform have been brought into harmony with work opportunities and national development goals. It remains to be seen whether other Latin American countries will be able to draw from this experience. (Author/DB)

ED 128 257 SO 009 370

DeVita, James A. And Others

From Settlement to Suburbia: A New History of Chelmsford.

Chelmsford Public Schools, Mass.

Pub Date 76

Note—64p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Colonial History (United States), Community, Community Attitudes, Community Change, *Community Characteristics, *Community Study, Geography, Historiography, History, Industrialization, Land Settlement, Land Use, *Local Color Writing, *Local History, Local Issues, Primary Sources, Secondary Education, Social History, Student Developed Materials, *United States History

Identifiers—Massachusetts (Chelmsford)
A history of Chelmsford, Massachusetts, from 1655 to 1970 is presented. Written as an historiography exercise by students at Chelmsford High School, the study is intended to acquaint residents and students of Chelmsford with the town's past and its relationship with surrounding communities and the United States. Chapter one, "A Colonial Settlement Develops," describes geo-

graphic features and records Chelmsford's economic, political, and social development into a typical Puritan community. Chapter two, "Chelmsford Prepares for Independence," provides information on the town's prerevolutionary political activities and on its war experience. Chapter three, "Chelmsford at the Edge of Industrial America," chronicles the town's economic development during and immediately following the Civil War, at which time Chelmsford lost much of its most promising industry to larger towns. Chapter four, "Twentieth Century Chelmsford," describes the town's "coming of age" with the post World War II growth in defense and space industries. The authors conclude that Chelmsford presently is a mature suburban community facing the continuing task of preserving and improving its quality of life. A postscript, bibliography, and summaries of each chapter are included. (Author/DB)

ED 128 258 SO 009 371

Hordon, Robert M.

The Major Environmentally-Based Land Use Issues on the Urban Fringe.

Pub Date 76

Note—9p.; Paper presented at the International Geographical Congress (23rd, Moscow, USSR, July 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—City Planning, Community Planning, Conservation (Environment), Controlled Environment, Ecological Factors, Geography, Geology, *Land Use, Maps, Metropolitan Areas, Natural Resources, *Problems, Soil Conservation, Soil Science, Urban Areas, *Urban Environment, *Urbanization, Waste Disposal, Water Pollution Control, *Water Resources

Types of land-use issues which form current problems in urban areas are discussed in this paper. The majority of these environmentally based issues revolve around the management of water. The five most often encountered water-oriented issues are denoted in rank order of importance. First, an ample water supply which is free from contamination must serve as a finite limit on municipal growth. Second, sewage disposal needs to be provided by on-site systems such as septic disposal and spray irrigation or by off-site systems such as lagooning, small package plants, or large regional sewage treatment plants. Third, storm runoffs, generated by development, need to be controlled. Fourth, erosion and sedimentation, occurring at an enormously accelerated rate due to the activity of man, need to be managed. Fifth, flood plains must be managed, which becomes increasingly necessary as each new structure built in the flood plain obstructs the stream flow and reduces the area available to the stream to convey flood waters. The pervasiveness of water as an element in land-use issues necessitates rational management of the hydrologic cycle in a reasonable urban planning goal. (Author/DB)

ED 128 259 SO 009 373

Kirsch, Channa Beth, Ed.

Indiana Bicentennial Classroom Resource Guide. Indiana American Revolution Bicentennial Commission, Indianapolis.

Pub Date Jan 76

Note—46p.

Available from—Indiana American Revolution Bicentennial Commission, R-100 S.O.B., Indianapolis, Indiana 46202 (free)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Audiovisual Aids, Bibliographies, Class Activities, Elementary Secondary Education, Ethnic Studies, Information Sources, Instructional Aids, Instructional Materials, Learning Activities, *Resource Guides, *Revolutionary War (United States), Student Projects, *United States History

Identifiers—*Bicentennial

This resource guide describes sourcebooks, filmstrips, periodicals, games, classroom activities, national programs, and school-community projects appropriate to the teaching of bicentennial themes. Twenty-four planning guides are listed which suggest activities for various grade levels. Bibliographies covering the revolutionary period, a partial listing of publishers of bicentennial books, and periodicals with special features on bicentennial topics are given as resources. Audiovisual resources include tapes and films covering life in colonial times and the development of

America. Information on crafts and project materials, such as colonial cooking and costume design, is provided. Seventy-six classroom teaching ideas emphasize the differences between modern life-style and that of 1776. Town records, buildings, wills, diaries, and maps are suggested as resources for classes to study the history of their own communities. Among national and school-community projects are traveling multimedia productions and identification of local objects of historical significance. Some items are free; others must be purchased from the sources mentioned. (AV)

ED 128 260 SO 009 374

Seifman, Eli

Contemporary Education in China: A Course Design. Occasional Paper Series No. 76-2.

State Univ. of New York, Stony Brook. American Historical Association Faculty Development Program.

Pub Date 76

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Asian Studies, Bibliographies, *Chinese Culture, Course Content, *Course Descriptions, Course Objectives, Education, *Educational Policy, *Educational Practice, Foreign Culture, Higher Education, History, *Politics

Identifiers—*China, Taiwan

A newly developed course on education in contemporary China is described. Objectives, curriculum materials, teaching strategies, learning activities, and evaluation are briefly outlined. The three-credit, college-level course explores educational policy and practice in the People's Republic of China since 1949, with emphasis on the interrelationship between political ideology and the educational system. The course outline provides an idea of the historical periods and educational topics to be covered and describes the course components, consisting of lectures, readings, research papers, student seminars, and a glossary project. Directions are given for preparation of the research papers, seminar presentations, and the glossary project. Two bibliographies are provided. One lists periodicals available in English or Chinese from Taiwan and the People's Republic of China, as well as monitored broadcasts, journals, and special bibliographic sources. The other is a list of books published since 1965 on topics, such as periods in Chinese history, medicine, women and childcare, education of minorities, and other aspects of education. (AV)

ED 128 261 SO 009 376

To Establish an American Folklife Foundation in the Library of Congress: Hearings before the Subcommittee on Library and Memorials of the Committee on House Administration, House of Representatives, Ninety-Third Congress, Second Session on H. R. 8770, May 9-10, 1974.

Congress of the U.S., Washington, D.C. House Committee on House Administration.

Pub Date 74

Note—106p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—American Culture, Anthropology, Archives, Cultural Centers, Culture, Ethnology, *Federal Aid, *Federal Legislation, Financial Support, *Folk Culture, *Folklore Books, Government Role, Information Sources, Library Acquisition, Library Collections, *Library Material Selection, Library Role, National Libraries

This 1974 legislation, known as the "American Folklife Preservation Act," was supported by approximately 200 House members and more than 50 members of the Senate. American folklife is defined as the traditional customs, beliefs, dances, songs, art, crafts, and other expressions common to a group of people within the United States. The bill proposed that the center be directed by a board of 12 trustees which would include four members appointed by the President and eight members appointed by the Librarian of Congress. The subcommittee hearings reflect the opinions of 18 representatives of Congress, numerous librarians, chairman of the National Endowment for the Arts, folklorists, artists, musicians, and students. Also submitted for the record were six letters supporting the bill. The statements generally endorsed increasing the support of American folklife and promoted the establishment of the folklife foundation in particular. (Author/DB)

122 Document Resumes

ED 128 262 95 SO 009 377

Looking at: Competency-Based Teacher Education, Public Doublespeak, Oral History, Death and Dying.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—17p.; Not available in hard copy due to poor legibility of original copy

Available from—User Services, ERIC/ChESS, 855 Broadway, Boulder, Colorado 80302 (free, limited supply)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Affective Behavior, Book Reviews, Bulletins, Curriculum, *Curriculum Development, *Death, Educational Games, Elementary Secondary Education, History Instruction, Interviews, *Language Usage, Learning Activities, *Oral History, *Performance Based Teacher Education, Program Descriptions, Research Design, *Social Studies, Teacher Education Curriculum, Teaching Guides

Identifiers—*Public Doublespeak

Four issues of a current awareness bulletin published occasionally by the ERIC Clearinghouse for Social Studies for use by elementary and secondary social studies teachers are combined in this document. The first issue deals with the application of competency-based curriculum to teacher education, focusing on teacher growth and evidence of pupil progress. The second issue, on public doublespeak, features an interview with a member of the National Council of Teachers of English in which the relation of language to public policy is discussed and classroom techniques for preparing children to cope with commercial propaganda are presented. Historian Willa K. Baum explains in the third issue how the methods of oral history can help students gain both social skills and a concern for social action in addition to academic skills. In the fourth issue, on the subject of death and dying, Dr. Elisabeth Kubler-Ross maintains that inclusion of more courses in death education would encourage students to adopt less judgmental, destructive, and materialistic standards. The format of each four-page bulletin differs slightly, but generally each includes a definition of the topic, interviews with leaders in the field, abstracts of ERIC documents related to the topic, a book review, descriptions of related games and learning activities, classroom activities, and a bibliography of books and multimedia products in the field. (Author/DB)

ED 128 263 95 SO 009 378

Miller, Barbara Johnson, Jacquelyn

A Comparative View of the Roles of Women. Experimental Unit, Revised Edition.

Denver Univ., Colo. Center for Teaching International Relations.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 76

Note—110p.; Pages 30-31, 39, and 43 of the original document are copyrighted and therefore not available. They are not included in the pagination; For related documents, see SO 009 379-385

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Class Activities, Comparative Analysis, *Cross Cultural Studies, Equal Education, Equal Opportunities (Jobs), Experimental Programs, *Family Planning, *Females, Global Approach, Instructional Materials, Learning Activities, Opportunities, Population Education, Secondary Education, *Sex Role, Sex Stereotypes, *Social Influences, Social Studies Units, Teaching Methods, Working Women

This unit explores the roles of women today and the possible effects of social, political, and economic equality for women on students' personal lives, the nation, and the world. Thirteen activities are designed to help secondary students develop an understanding of the status of women in U.S. society as compared with other cultures. These activities show how toys and books promote sex stereotyping for children, and how advertising and merchandising techniques promote images of the housewife versus the working man. Students are encouraged to ask grandparents about their life-styles, compared with current styles. Readings and statistical charts show how women's legal rights and literacy vary

among countries. Nine additional activities focus on women as significant factors in the world population. Activities include readings which illustrate the childbearing attitudes of women as the result of social pressures. For instance, career opportunities in the United States encourage women to have few children, but in developing countries large families are regarded as economic assets. In view of differing social roles of women in various countries, students assess their opinions about population control. (AV)

ED 128 264 95 SO 009 379

Smith, Gary R.

A Comparative View of Aging. An Experimental Unit, Second Edition, Revised.

Denver Univ., Colo. Center for Teaching International Relations.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—96p.; Page 82 of the original document is copyrighted and therefore not available. It is not included in the pagination; For related documents, see SO 009 378-385

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Attitudes, Changing Attitudes, Class Activities, Comparative Analysis, *Cross Cultural Studies, Cultural Differences, Experimental Programs, Global Approach, Instructional Materials, *Learning Activities, *Older Adults, Retirement, Secondary Education, Senior Citizens, Social Studies Units, Stereotypes, Teaching Methods

Showing a variety of learned behavior about aging, activities in this unit are designed to help high-school students become aware that their views (preconceptions) on aging are not universally held. Objectives of the unit include achievement of global perspective on aging and its problems, understanding of the effects of population growth and economic development on behavior toward old people, and ability to suggest alternative futures for the elderly. A survey of students' opinions about old people is given at the beginning and end of the unit in order to determine if attitude change has occurred during the learning activities. Students are encouraged to go into the community to talk with elderly citizens, study the types of merchandise available to various age groups, and survey attitudes toward growing old in our society. Stereotypes of old people are identified in cartoons and greeting cards. Advertising is shown which instills values to stay young. Readings about other cultures point out differences in dealing with old people. For example, an African tribe abandons its elderly, whereas the Israeli kibbutz provides material security and group involvement. (AV)

ED 128 265 95 SO 009 380

Otero, George G.

The Arabs: Perception/Misperception. A Comparative View, Experimental Version.

Denver Univ., Colo. Center for Teaching International Relations.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—78p.; Pages 65-67 and 69 of the original document are copyrighted and therefore not available. They are not included in the pagination; For related documents, see SO 009 378-385

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Arabs, Changing Attitudes, Class Activities, *Comparative Analysis, Data Collection, *Ethnic Stereotypes, Experimental Programs, Global Approach, Instructional Materials, *Learning Activities, Map Skills, Middle Eastern Studies, *Resources, Secondary Education, *Skill Development, Social Studies, Social Studies Units, Stereotypes

In this unit, high-school students identify and evaluate their own images of the Arabs and begin to develop more accurate perceptions of the Arabs through data analysis. Activities emphasize social studies skills, such as mapmaking and reading, use of time lines and the concept of chronology, and data collection and analysis. Students compare their precourse attitudes—based on stereotypes—with facts learned from newspaper articles, journal reports, other readings, and, when possible, conversations with Arabs. A comparison of United States and Arab population distribution by geographic area and a study of crop production are used to demonstrate the variety of

life-styles possible within one nation. A scavenger hunt allows students to explore possible sources of information about Arabs, analyze points of view expressed, and determine accuracy of the information collected. Most of the 16 activities could be adapted to the study of other national or ethnic groups by simple changes in the data. An appendix contains a bibliography; lists of embassies and missions, major newspapers of the Arab world, Arab information offices, major oil companies, organizations, publications, and audiovisual materials; and data sheets. (AV)

ED 128 266 95 SO 009 381

Smith, Gary R.

A Comparative View of Communications. An Experimental Unit, Second Edition, Revised.

Denver Univ., Colo. Center for Teaching International Relations.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—84p.; Pages 6 and 71-76 of the original document are copyrighted and therefore not available. They are not included in the pagination; For related documents, see SO 009 378-385

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Class Activities, *Communication (Thought Transfer), Communication Problems, Comparative Analysis, *Cross Cultural Studies, Cultural Factors, *Experimental Programs, Global Approach, *Instructional Materials, *Learning Activities, Nonverbal Communication, Role Perception, Role Playing, Secondary Education, Social Studies Units, Verbal Communication

This instructional unit offers high-school students experiences in learning about how human beings communicate and fail to communicate. It is based on the assumption that personal and cultural differences create differing "perceptual sets." Seventeen learning activities are grouped into four units: (1) Communication Processes and "Meaning-Making," (2) Human Language and the Power of Words, (3) Communications across Cultures—Checking out Our Assumptions, and (4) Communication and Conflict. In the first unit, students learn the basic elements of communication systems, the importance of nonverbal cues, and the role of all five senses in perceiving the environment. In the second unit, selected readings illustrate the emotional responses evoked by words and their associations. A fast is conducted to show the varying responses created by words and symbols of food. Activities in the third unit emphasize linguistic patterns and cultural differences through role-playing and readings. Unit four stresses the effect of implication and the differences between explicit and tacit communication. Some activities are incomplete because copyrighted material has been removed. (AV)

ED 128 267 95 SO 009 382

McCracken, Jarrell Smith, Gary R., Ed.

A Comparative View of Modernization. An Experimental Unit, Second Edition, Revised.

Denver Univ., Colo. Center for Teaching International Relations.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 76

Note—41p.; For related documents, see SO 009 378-385

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—African Culture, Asian Studies, Class Activities, *Comparative Analysis, Course Objectives, *Cross Cultural Studies, *Developing Nations, Economic Development, Global Approach, Instructional Materials, Latin American Culture, Secondary Education, *Social Studies Units, Sociocultural Patterns, Teaching Methods, Technological Advancement, Values

Identifiers—*Modernization

This experimental unit on modernization will involve secondary students in researching and developing a 50-nation data bank from which they are asked to make cross-cultural comparisons and analyses. Students infer some of the consequences of economic development on social and political life in a modernizing society, apply the concept of modernization to countries undergoing the modernizing process, and analyze the relationships between various factors in the modernizing process. There are six activities. In

activity one students infer from a series of pictures and quotations some of the dimensions of the term "modern." Activity two contains a step-by-step guide for the construction of a 50-nation data bank. Students work with punch cards and data sheets to organize and manipulate a variety of statistical data. Students learn to use the data bank in activity three by completing exercise questions. In activity four students develop lists of criteria from which to assess the degree of modernization of 20 nations in the data bank. In activity five students generate their own hypotheses about the modernization process and the nations in the data bank and test their hypotheses by verification with the data. The unit ends with activity six in which students are shown a series of 46 slides and are asked to rate them on a scale from least modern to most modern. (Author/RM)

ED 128 268 95 SO 009 383

Otero, George G.

Police. An Experimental Unit.

Denver Univ., Colo. Center for Teaching International Relations.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—56p.; Pages 27-29 and 32-33 of the original document are copyrighted and therefore not available. They are not included in the pagination; For related documents, see SO 009 378-385

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Class Activities, *Comparative Analysis, *Cross Cultural Studies, Curriculum, Experimental Programs, Global Approach, Instructional Materials, Law Enforcement, *Learning Activities, *Police, Role Playing, Secondary Education, Social Studies Units, Teaching Methods

This unit examines four topic areas related to police: rules and enforcement, police discretion, variety of police tasks, and police differences among societies as products of certain social pressures. High-school students learn about the police as an institution that responds to social and historical pressures. Students study police systems in several countries. Recognizing that these institutions vary, they begin looking at the police in terms of what a police system can be in the future. Teaching methods involving role-play, newspaper articles, and an inquiry process are employed. Thirteen learning activities are described. First, an examination of classroom rules followed by staged infractions provides insight into the relationships among rules, laws, enforcement, and discretion in enforcement. Students then experience the policeman's role directly through classroom role-play with comments from an invited officer. Comparisons of police in the United States with those of other countries include a study of British unarmed police and a discussion of the implications of Chinese marriage laws. Understanding of the structure of police forces is developed through comparisons of national and local forces in various countries and through study of a chart showing the relationship of U.S. police forces to the entire U.S. criminal justice system. (AV)

ED 128 269 95 SO 009 384

Otero, George G.

Death: A Part of Life. An Experimental Unit.

Denver Univ., Colo. Center for Teaching International Relations.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—42p.; For related documents, see SO 009 378-385

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Attitudes, Beliefs, Class Activities, *Comparative Analysis, *Cross Cultural Studies, *Death, Experimental Programs, Global Approach, Instructional Materials, Learning Activities, Secondary Education, Social Studies Units, Teaching Guides

This experimental unit on death employs a cross-cultural comparison of death and burial customs to increase student understanding of the values and reasons behind events surrounding the end of the life cycle. Nine activities are presented in which students collect, label, analyze, and generalize about the relationship of death customs to the attitudes and needs of the living. The first activity involves completion of a

checklist of fears. Next, a questionnaire is used to identify students' attitudes about death and to facilitate comparisons within the class. After a study of funeral notices from several countries, students make a chart of Indian, Chinese, and Mexican death customs based on readings. Generalizations are made, based on the data already collected. Verification is acquired by consulting other sources such as books, professors, and films. Students then prepare a checklist of American death customs based on their own knowledge and compare it to the generalizations about foreign customs. Gravestone rubbings and kamikaze letters are used to explore various attitudes toward death. In the final activity, students practice writing eulogies. (AV)

ED 128 270 95 SO 009 385

Otero, George G.

Work and Leisure: A Comparative View. An Experimental Unit.

Denver Univ., Colo. Center for Teaching International Relations.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—60p.; Pages 37 and 38 of the original document are copyrighted and therefore not available. They are not included in the pagination; For related documents, see SO 009 378-384

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Career Awareness, *Career Exploration, Class Activities, Decision Making, *Employment, Experimental Programs, Group Activities, Individual Activities, *Learning Activities, *Leisure Time, *Productive Thinking, Recreational Activities, Secondary Education, Social Studies Units, Student Attitudes, Student Projects, *Work Attitudes

Sixteen activities on issues and topics related to work, time, and leisure are presented. High-school students choose specific activities which they will work on during a period of several days. Most activities take the students out of the classroom and involve a study of family and community components of work and leisure. Some are individual activities, some require partners or small groups, and all are performed without continual supervision by the teacher. Activities which help students develop an understanding of a variety of ways in which time can be spent include brainstorming, doing something new with an unfamiliar person, and choosing occupations that would be useful in specific situations. The cost of leisure activity and entertainment is estimated by researching prices at local public places. Comparisons of students' family vacation habits and distribution of chores at home provide insight into differing attitudes toward work and the roles of men and women. A chart of occupational statistics illustrates sex-role distinctions, and interviews with professionals clarify the nature of specific jobs. (AV)

ED 128 271 SO 009 387

Madsen, David

Early National Education: 1776-1830. Studies in the History of American Education Series.

Pub Date 74

Note—162p.

Available from—John Wiley and Sons, 605 Third Avenue, New York, New York 10016 (\$9.75 cloth cover, \$4.95 paper cover)

Document Not Available from EDRS.

Descriptors—Art, Bibliographies, *Colonial History (United States), *Educational History, Educational Innovation, *Educational Practice, Elementary Secondary Education, Financial Support, Higher Education, *Public Education, *Public Schools, Social Characteristics, Textbooks

This book gives an original analysis and interpretation of the development of formal and informal agencies of education during 1776-1830. It is part of a series consisting of five volumes that present, chronologically and topically, the history of American education from the beginning to the present day. The book begins with an overview of events from 1776-1831 in chapter one. Chapter two investigates life in New England, the Middle States, and the South by discussing the social conditions that helped shape education in colonial times. Chapter three examines the forces that impelled the American people westward toward the frontier. Theories of freedom and government with which Americans

of that time were familiar are mentioned. The arts and crafts of early America are discussed in chapter four. Chapter five looks at plans for systems of schooling. Chapter six describes schooling—financial support, educational innovations, town schools, the Lancaster Method, infant schools, Sunday schools, the academies, education for girls, tutors, colleges, and textbooks. A bibliographic essay and a chronology of events are also provided. (Author/RM)

ED 128 272 SO 009 389

Handy, Rollo Harwood, E. C.

A Current Appraisal of the Behavioral Sciences, Revised Edition.

Pub Date 73

Note—157p.; For a related document, see SO 009 390

Available from—Behavioral Research Council, Great Barrington, Massachusetts 01230 (\$12.50 cloth-bound, 10 or more \$5.00 each)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Anthropology, *Behavioral Sciences, Bibliographies, Cybernetics, Economics, Game Theory, History, Information Theory, *Intellectual Disciplines, Linguistics, Periodicals, Political Science, *Problem Solving, Psychology, Scientific Methodology, *Social Sciences, Sociology

Identifiers—*Inquiry Methods, Scientific Inquiry

This book discusses modern scientific inquiry and examines the procedures of inquiry into human behavior used in the behavioral science disciplines. Psychologists look at the individual's adjustive procedures and the evolution of those adjustments within a species. Anthropologists inquire into the behavioral similarities and differences of human cultural groupings, from earliest man to the present. Sociologists investigate the behavior of people in groups and organizations, including the patterns, regularities, variations, and developmental changes in human relations, customs, and institutions. Political scientists study the behavior of human individuals and groups, with an emphasis on the distribution and attainment of political influence and power and on the function, organization, and connections among the political units, institutions, laws, and customs. Other disciplines examined in the book are economics, history, jurisprudence, linguistics, game and decision theory, information theory and cybernetics, and general systems theory. The book devotes a chapter to each field. In addition to the discussion, a selected bibliography and a listing of germane journals are provided for each discipline. (Author/RM)

ED 128 273 SO 009 390

Handy, Rollo Harwood, E. C.

Useful Procedures of Inquiry.

Pub Date 73

Note—232p.; For a related document, see SO 009 389

Available from—Behavioral Research Council, Great Barrington, Massachusetts 01230 (\$12.50 cloth-bound, 10 or more \$5.00 each)

Document Not Available from EDRS.

Descriptors—Analytical Criticism, *Behavioral Sciences, Definitions, Glossaries, *Problem Solving, *Scientific Methodology, *Social Sciences, Textual Criticism

Identifiers—*Dewey (John), *Inquiry Methods, Knowing and the Known, Scientific Inquiry

This book discusses and analyzes the many different procedures of inquiry, both old and new, which have been used in an attempt to solve the problems men encounter. Section A examines some outmoded procedures of inquiry, describes scientific inquiry, and presents the Dewey-Bentley view of scientific method. Sections B and C, which comprise the major portion of the book, present Joseph Ratner's essay, "Introduction to John Dewey's Philosophy," and the full text of John Dewey's and Arthur Bentley's book, "Knowing and the Known." Both of these documents are no longer available from other sources. Section D contains critical analyses of recent inquiries in the behavioral field. (Author/RM)

ED 128 274 SO 009 393

Pratt, Fran And Others

Team Program in World History, Acton-Boxborough Regional High School, Acton, Mass. Course Description.

Pub Date Jun 76

Note—38p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Course Descriptions, Grade 9, Individualized Instruction, Instructional Aids, Learning Activities, Program Content, Secondary Education, Social Studies Units, *Teacher Developed Materials, *Teaching Methods, *Team Teaching, Units of Study (Subject Fields), *World History

A team-teaching program in ninth-grade world history at the Acton-Boxborough Regional High School in Acton, Massachusetts, is described. Developed by the teachers who share the course, the program emphasizes flexibility in classroom arrangement and learning group size in order to serve the needs of individual students. The goals of the team program stress the effectiveness of allowing a variety of learning styles, development of individual skills relevant to the curriculum, and more efficient use of teachers' time and resources. For each of 12 units, the objectives, class schedule, and required materials are described. Content ranges from primitive societies through the Renaissance to postindustrial change, nationalism, and internationalism. Interesting teaching ideas include the study of archaeological site diagrams, comparison of 1970 U.S. statistics with characteristics of the late Roman Empire, and mapping of the classroom in order to comprehend the technical problems encountered by explorers during the Age of Discovery. Course materials include films, filmstrips, slides, audio- and videotapes, photos and art prints, and a reading list. (AV)

ED 128 275 SO 009 394

Peters, Norma Jean, Comp.
Social Studies Education, Kindergarten-Grade 12.

National Survey.
Virginia State Dept. of Education, Richmond.
Div. of Secondary Education.

Pub Date May 76
Note—85p.; For a related document, see ED 088 779

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Core Courses, Course Descriptions, Curriculum, Educational Policy, *Elective Subjects, Elementary Secondary Education, Instructional Program Divisions, *National Surveys, Social Sciences, *Social Studies, State Legislation, State Surveys, *Units of Study (Subject Fields)

Course offerings in social studies education for grades K-12 are summarized for each state. Information includes grade level, title or description of course offering, semester(s) offered, requiring agency, elective courses (grades 8-12) most frequently offered, and current curriculum projects. A commentary section elaborates on required content, integration of new content into established curricula, and whether courses are interchangeable among grade levels. In some states, the State Board of Education or the Department of Education requires specific courses at specific grade levels; other states have no required social studies sequence and allow local districts to structure courses according to their preferences. All but seven states require or recommend the study of state history. Separate tables show state-by-state requirements, grade level, and time required for the study of the American free enterprise system, totalitarianism and/or communism, consumer education, environmental studies, career education, law-related education, and minority studies. The current survey is an update of a publication prepared in 1971. (AV)

ED 128 276 SO 009 395

Stehney, Virginia A.
Environmental Curiosity Sampler 2: For Use with Environmental Study Areas in Illinois.

Illinois Inst. for Environmental Quality, Chicago.
Report No.—IIEQ-76-03

Pub Date Mar 76
Note—317p.; For a related document, see ED 103 339

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—Adult Education, *Discovery Learning, *Ecology, Elementary Secondary Education, Environment, *Environmental Education, Field Trips, Human Geography, *Information Sources, Inquiry Training, Interdisciplinary Approach, Land Use, Learning Activities, *Natural Resources, Observational Learning, *Physical Environment, Pollution, Resource Units
Identifiers—Illinois

The Sampler provides ideas and lists resources for an interdisciplinary study of environment in terms of a person's immediate surroundings,

distant sites, and facilities. Although it was developed for use by parents, teachers, youth group leaders, students, and interested individuals in the state of Illinois, many of the activities would be appropriate in any state. As a more inclusive second edition of the 1974 Sampler, this handbook encompasses all of Illinois and regards every place as a potential study area. Activities stimulate awareness of growing plants around the home, neighborhood garbage disposal and recycling processes, land use throughout the state, and problems of erosion and water purification. State and federal environmental areas in Illinois are listed and described, which include fish hatcheries, tree farms, hiking trails, and wildlife refuges. The Sampler identifies reading material, community resources, and special activities for each topic. Appendices contain a glossary, a list of organizations and courses concerned with ecological issues, a reader reaction sheet, publishers' directory, bibliographies, and an index. (AV)

ED 128 277 SO 009 396

Dobson, Judith E. Dobson, Russell L.
Accountability and the Affective Domain.

Pub Date 75
Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Accountability, Attitudes, Behavioral Objectives, Behavioral Science Research, Conceptual Schemes, Educational Alternatives, Educational Environment, *Educational Objectives, Educational Quality, Elementary Education, Evaluation, Human Dignity, Humanism, *Humanistic Education, Humanization, Individual Development, *Models, Public Education, *School Environment, Student Attitudes

This paper presents and discusses a model of a comprehensive educational system committed to humane education. The value of a school experience is determined by the quality of the living experience that occurs in the school. This experience generally does not include at present a systematic realization of humane potential on the elementary level. The following schematic expression of a comprehensive educational system committed to a humane education provides one viable educational alternative to present systems. It is intended for consideration by elementary-school personnel committed to helping pupils know people as opposed to teaching them to know about people. The system is divided into the following five phases: (1) goals which might include development of a healthy self-concept, assuming responsibility for one's own actions, accepting self and others, and taking advantage of educational experiences; (2) theoretical base which encompasses social interaction, curricular development, community and parent involvement, and student and teacher personal growth; (3) objectives which should be decided on by the school staff and by parent and community committees; (4) instructional program which can best be devised by the school staff; and (5) evaluative design which will include input from teachers, children, administrators, and parents. References are included. (Author/DB)

ED 128 278 95 SO 009 397

Saad, Geli, Comp.
Selected Bibliography of Educational Materials in Pakistan, Vol. 9, No. 1, Period Covered January-March 1975.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-75-53354-01
Pub Date 75

Note—53p.; Not available in hard copy due to marginal legibility of original document; For a related document, see ED 113 262

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, *Annotated Bibliographies, Childrens Books, *Comparative Education, *Educational Administration, *Educational Development, *Educational Finance, Educational Objectives, Educational Philosophy, Educational Planning, Elementary Secondary Education, Higher Education, Libraries, Medical Education, Psychology, Sociology, Student Problems, Teacher Education, Teaching Methods, Tests, Textbooks, Womens Education
Identifiers—Pakistan

This annotated bibliography lists 100 entries of selected educational materials published in Pakistan during the period January through March 1975. The materials are drawn from a variety of Pakistani journals, newspapers, and government publications. The materials are organized into 32 categories: adult education; childhood education; curriculum; development of education; educational goals; educational planning; educational reforms; elementary and secondary education; examinations; extracurricular activities; health education; higher education; history of education; teaching of languages; libraries; literacy; literature for children; medical education; philosophy of education; professional education; psychology; sociology; special education; students' problems; teacher education; teachers; teaching methods and media; technical education; textbooks; women's education; general education-related materials; and a special section on administration, organization, and financing of education. An index to the authors represented in this bibliography concludes the document. (ND)

ED 128 279 95 SO 009 398

Ethnic Studies Materials Analysis Instrument.
Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75
Grant—OEG-0-74-9136

Note—25p.; For related documents, see SO 008 620 and ED 120 032

Available from—Publications, Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302 (order publication no. 179, \$1.95 paper cover)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Content Analysis, Cultural Awareness, Cultural Background, Cultural Pluralism, Curriculum Development, *Curriculum Evaluation, Data Analysis, Educational Objectives, Elementary Secondary Education, Ethnic Groups, *Ethnic Studies, *Evaluation Criteria, *Evaluation Methods, Models, Social Studies, Validity

An instrument for analyzing ethnic studies curriculum materials for grades K-12 is presented. The Social Science Education Consortium (SSEC), Inc. staff designed the analysis instrument to check ethnic accuracy of materials as an aid to classroom teachers who are preparing ethnic studies curriculum. The booklet is divided into two main sections. Part I is a modified version of the Curriculum Materials Analysis System (CMAS) (Morrisett, et al., 1971). It contains five sections of the instrument: (1) Product Characteristics; (2) General Educational Quality of Materials; (3) Ethnic Heritage Content; (4) Adaptability of Materials to Conditions of Use; and (5) Overall Evaluation. The questions in section 3, Ethnic Heritage Content, focus specifically on the treatment of ethnic groups in the materials and they analyze issues such as stereotyping, realism, accuracy, and appreciation of other cultures. Part II is an abbreviated edition of the CMAS to be used when a quick evaluation is necessary. The book is included in an Ethnic Heritage Studies Kit, along with other books, a filmstrip, and a cassette. The kit is available from the SSEC for \$29.00. (Author/DB)

ED 128 280 SO 009 399

Bunker, Barbara Benedict And Others
Helping Students Do Research: How to Do a Survey in a Behavioral Science Course.

Pub Date [76]
Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Behavioral Science Research, Class Activities, Course Descriptions, Instructional Aids, *Instructional Design, Learning Activities, Psychology, Research Methodology, Secondary Education, *Social Sciences, Student Projects, *Student Research, Surveys

A three-week research project in a high-school behavioral science class is described. The design of the classroom sessions is described in detail to help other teachers use or adapt it to their own situation. Three benefits to the students of such a project are cited: (1) appreciation of methods behind research conclusions and heightened critical awareness as consumers of research findings, (2) involvement in a work experience which could become a career or some aspect of a career, and (3) shattering of the "egocentric fantasy"

through empirical testing of their assumptions about reality. General issues about conducting the project are explored, including scheduling during the course, permissions for students to interact with groups within or outside the school, and evaluation. Project sessions occur during two or three weeks with five class periods a week of 45 minutes each. Steps which can be followed in organizing a research project are given. The focus of the first week is on establishing interest and rapport among student groups, choosing a topic, and developing hypotheses. Development of a survey, selection of a sample and the survey method, practice administration of the questionnaire, and actual administration and data collection occur during the second week. In the third week, students tabulate data, create summary matrices, draw conclusions, summarize and distribute results, and evaluate the project as a learning experience. (Author/AV)

ED 128 281 SO 009 402

Seckel, Clarence G., Jr.
African Oral Literature in the Secondary School Curriculum.

Pub Date 76

Note—16p; Not available in hard copy due to poor legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*African American Studies, African History, Bibliographies, Cultural Background, Cultural Education, *Curriculum Development, Folk Culture, Instructional Aids, *Interdisciplinary Approach, *Literary Genres, Literature Reviews, *Oral Expression, Secondary Education, Social Studies, Teaching Methods

Identifiers—*Oral Literature

The need to incorporate African oral literature into secondary-school black-studies curricula is expressed, and specific practical approaches are outlined. It is hoped that stereotypes about the primitiveness and simplicity of African cultures can be counteracted by the study of the complexity and variety within their oral traditions. The important roles of the oral tradition are socialization and transmission of values. Inclusion of the study of oral traditions will expand the scope of black studies into other subject areas—art, literature, music, drama, and speech—thereby facilitating greater student involvement in black culture. Also, students will see different kinds of relationships between various countries of the Americas, their black populations, and Africa. Extensive descriptions are given of the five general types of African oral literature: prose; poetry; drama; drum; and contemporary forms, such as popular songs and films. For each general type, the author suggests books appropriate for secondary-school curriculum and he stresses the importance of hearing the literature, not just reading it. (Author/AV)

ED 128 282 SO 009 403

Brown, Lester R. And Others

Twenty-Two Dimensions of the Population Problem. Worldwatch Paper 5.

Worldwatch Inst., Washington, D.C.

Spons Agency—United Nations Fund for Population Activities, New York, N.Y.

Pub Date Mar 76

Note—86p.

Available from—Worldwatch Institute, 1776 Massachusetts Avenue NW, Washington, D.C. 20036 (\$2.00 paper, 2-10 copies \$1.50 each, 11-50 copies \$1.25 each, 51 or more copies \$1.00 each)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Demography, Developing Nations, Economically Disadvantaged, Energy Conservation, Environmental Influences, Family Planning, Food, *Futures (of Society), *Global Approach, Human Geography, International Programs, Literacy, Natural Resources, Nutrition, *Population Growth, Population Trends, Urbanization, *World Problems

Twenty-two facets of the world population problem are explored. The topics are economic, social, ecological, and political in nature and generally portray the stresses and strains associated with continued population growth in a world inhabited by four billion people. These aspects of the population problem are discussed: literacy, oceanic fisheries, natural recreation areas, pollution, inflation, environmental illnesses, hunger, housing, climate change, overgrazing,

crowding, income, urbanization, deforestation, political conflict, minerals, health services, water, unemployment, endangered species, energy, and individual freedom. The authors conclude that analysis of the implications of population growth based on these indicators suggests strongly that the threat posed by uncontrolled growth deserves more attention from national and international leaders than it is presently getting. A bibliography of selected readings is included. (Author/DB)

ED 128 283 SO 009 410

Smith, Vernon And Others

Alternatives in Education: Freedom to Choose. Perspectives in American Education.

Phi Delta Kappa, Bloomington, Ind.

Pub Date 76

Note—180p; For related documents, see SO 009 411-414

Available from—Phi Delta Kappa, P.O. Box 789, Bloomington, Indiana 47401 (\$5.00 paperback, \$4.00 for PDK members)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Alternative Schools, Cultural Pluralism, *Educational Alternatives, Educational Change, Educational Development, Educational History, *Educational Innovation, *Educational Trends, Elementary Secondary Education, Program Descriptions, *Public Education, Relevance (Education), School Community Programs, School Role, Social Factors

This book, one in a five-volume series dealing with perspectives in American education, discusses the need for, the role of, and current developments in alternatives in education. The series is intended to contribute to a better understanding of the educational process and the relation of education to human welfare. Chapter one provides an historical perspective of the role of alternatives in education. Chapter two discusses resistance to alternative programs and describes characteristics, purposes, and types of alternatives both inside and outside the public school system. The development of alternative schools in Grand Rapids, Michigan, and the reasons for their success are examined in Chapter three. Contained in Chapter four are a discussion of programs that combine school and community learning and an examination of the societal and educational issues which have led to the development of these programs. The search for solutions for equal education in a pluralistic society, the right to learn, and the importance of choice education are discussed in chapters five, six, and seven. The book concludes with a discussion of current developments in educational alternatives. (Author/RM)

ED 128 284 SO 009 411

Krug, Mark

The Melting of the Ethnic: Education of the Immigrants, 1880-1914. Perspectives in American Education.

Phi Delta Kappa, Bloomington, Ind.

Pub Date 76

Note—128p; For related documents, see SO 009 410-414

Available from—Phi Delta Kappa, P.O. Box 789, Bloomington, Indiana 47401 (\$5.00 paperback, \$4.00 for PDK members)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Acculturation, *American Culture, Biculturalism, Bilingual Education, Cultural Background, *Cultural Pluralism, Educational Philosophy, Elementary Secondary Education, *Ethnic Groups, Ethnic Studies, *Immigrants, Italian Americans, Jews, Minority Groups, Polish Americans, *Public Education, Sociocultural Patterns, Subculture

This book, one in a five-volume series dealing with perspectives in American education, discusses the education of ethnic groups in the United States. The purpose of the series is to create a better understanding of the education process and the relation of education to human welfare. Chapter one discusses multicultural education, examining the concept of the melting pot, the "Americanization" idea, and the theory of cultural pluralism. Chapter two relates the story of three major immigrant groups: Italians, Jews, and Poles. In chapter three ethnic loyalties and affiliations are investigated. Chapter four examines the educational philosophy of Jane Addams, founder of Chicago's Hull House. Public schools and the upward mobility of immigrant children through them is the theme of chapter five. Specifically examined are bilingual educa-

tion programs, curriculum materials dealing with ethnic cultures, how public education did or did not meet the needs of ethnic groups, and the "mainstream" American culture. The book contains a selected bibliography. (Author/RM)

ED 128 285 SO 009 412

Lerner, Max

Values in Education: Notes toward a Values Philosophy. Perspectives in American Education.

Phi Delta Kappa, Bloomington, Ind.

Pub Date 76

Note—147p; For related documents, see SO 009 410-414

Available from—Phi Delta Kappa, P.O. Box 789, Bloomington, Indiana 47401 (\$5.00 paperback, \$4.00 for PDK members)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Affective Objectives, Continuous Learning, Education, Educational Change, *Educational Objectives, *Educational Philosophy, Educational Problems, Educational Psychology, Educational Theories, Elementary Secondary Education, Government Role, Humanistic Education, Progressive Education, Public Education, Relevance (Education), *Role Theory, School Role, Student Interests, Student Motivation, *Values

This study of educational values, one of a five-volume bicentennial series on major facets of American education, discusses the fluid and incalculable nature of the teacher learner experience, the centrality of values in human nature, and the psychology-oriented nature of modern educational theory. The book is divided into four chapters. The first chapter, "Growth, Change, and Values," explains how environment affects learning and it explores the importance of establishing coherent educational values. The second chapter, "The Realm of Theory," explores basic human needs which should be considered when creating an educational value system, and it discusses American education's present dependence on psychology. Chapter three, "The Heavenly and Earthly Cities of Education," discusses reasons for various types of discontent with education, investigates educational politics, and questions whether human development or socioeconomic improvement is the proper concern of education. The last chapter, "Toward a Values Theory," reviews traditional and modern educational theories and provides guidelines for a values synthesis. The author concludes that the goal of education should be to learn how to establish an education for the whole person in his/her life span. (Author/DB)

ED 128 286 95 SO 009 416

Brickman, William W.

The Educational System of the Netherlands. Education Around the World.

Office of Education (DHEW), Washington, D.C.

Report No.—DHEW-OE-76-19122

Pub Date 75

Note—16p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (order stock no. 017-080-01510-2, \$0.35 paper, minimum charge \$1.00 per order)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Comparative Education, Continuous Learning, *Curriculum, Educational Administration, Educational Finance, Educational History, *Educational Programs, *Educational Trends, Elementary Secondary Education, Foreign Countries, Higher Education, Primary Education, *Teacher Education, *Vocational Education

Identifiers—*Netherlands

The Dutch educational system is described, with preliminary comment on history, financing, and administration. A noncompulsory preprimary level is followed by a compulsory 6-year primary level, in which both public and private schools teach a standard curriculum of basic skills, arts, and physical training. A bill introduced in 1970, but not yet adopted, proposes more emphasis on emotional and social development and determination of curriculum by a new method. The secondary level consists of general/academic and vocational programs, and it follows a policy of flexibility whereby students can change from one kind of program to another in response to the changing educational and social situation. Programs last from 2 years (lower general secondary) to 6

years (pre-university). Vocational education, which includes teacher education, spans the secondary and higher education levels. Trends in the universities and institutions of specialized fields include the integration of higher technical and vocational education with university education and provisions for lifelong educational programs. (AV)

ED 128 287 SO 009 422

George Washington Peace Academy Act, 1976: Hearing before the Subcommittee on Education of the Committee on Labor and Public Welfare, United States Senate, Ninety-Fourth Congress, Second Session on S. 1976.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare. Pub Date 13 May 76

Note—350p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Conflict Resolution, Decision Making, *Educational Finance, *Educational Legislation, Educational Objectives, Financial Policy, Financial Problems, Financial Support, Global Approach, Government Role, Higher Education, *Peace, Politics, Program Descriptions, Project Applications, School Funds, Training Objectives, *Universities

Hearings on the bill to establish the Peace Academy are presented. The bill proposes to create an educational institution in the United States to further the understanding of peace among nations. Major objectives of this institution are to consider the dimensions of peaceful resolution of differences among nations, to train students in the process of peaceful resolution of differences, and to inform governmental leaders of peaceful methods of conflict resolution. Statements of senators, experts in international affairs, religious spokesmen, American and foreign educators, professional arbitrators, and peace organization members in favor of the bill are presented. Included in the testimony are descriptions of curriculum design, specific objectives of the academy, structures and policy, and types of careers that graduates might expect. Also presented are treatments of educational priorities, worldwide responsibilities, the need for a U.S. Peace Office, past resistance to the establishment of a Peace Office, and methods of international mediation. A directory which describes peace education programs in America, Canada, and Europe is included. Peace studies resource centers and peace institutes which do some teaching are listed. Abstracts of recent peace research activities and Congressional Budget Office cost estimates are also included. (Author/DB)

ED 128 288 SO 009 423

Janeway, W. Whitney
An Inquiry-Oriented Curriculum in Map Making and Map Interpretation for the Intermediate Grades.

Pub Date Aug 76

Note—36p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Class Activities, Definitions, Elementary Education, *Geography, *Inquiry Training, Intermediate Grades, *Map Skills, *Physical Geography, Process Education, *Questioning Techniques, Resource Materials, Teaching Methods

This publication contains class activities and provocative inquiry questions for intermediate-grade teachers to use to involve students in map making and map interpretation. The author believes that the only things that are needed to develop an inquiry-oriented unit on mapping are a good map, a small group of students, and a perceptive teacher who can ask relevant and stimulating questions. In the first activity students study topographic and aerial maps of their home town, road atlases, and physical landform or physiographic maps. They discuss questions, such as "What does the map tell about the river running through town?" and "For what purposes is an aerial photograph better than a topographic map?" In a simulation activity students assume the role of a leader of a wagon train who plans a trail from New York to the west coast. Other activities and questions involve students in decision making, analyzing the differences between maps, drawing maps of their own town and of the United States, collecting resource maps from the local community, and constructing three-dimen-

sional models of cities and parks. The publication also contains a philosophical rationale for the inquiry approach and an annotated listing of mapping resources. (Author/RM)

ED 128 289 SO 009 425

Interdisciplinary Unit on Land Use and Social Action in Pinellas County.

Pinellas County District School Board, Clearwater, Fla.

Spons Agency—Florida State Dept. of Education, Tallahassee. Office of Environment Education.

Pub Date Feb 76

Note—290p.

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—*Community Study, Course Objectives, *Environmental Education, Grade 8, Grade 9, Interdisciplinary Approach, *Land Use, Population Distribution, Secondary Education, *Social Action, Social Responsibility, *Social Studies Units, Teaching Methods, Values, Water Resources, Zoning

Identifiers—*Florida

Interdisciplinary social studies units on land use and social action for eighth and ninth grade students are provided. Although specifically written for students living in Pinellas County, Florida, the units can be adapted easily for teaching about land use in general and/or land use in one's own community. The overall objective is to help students look at what is happening in their community and clarify their values and life-style aspirations. Specific unit topics include the concept of land use, an historical view of land use and planning, beach development and natural disasters, transportation, zoning, water supplies, distribution, wastes, and population. Objectives, materials needed, and teaching methods are provided for each unit. Teaching strategies suggested are varied. Short readings and audiovisual presentations are followed by classroom discussions. Students write short stories, speeches, poems, and songs; make collages and travel posters; analyze graphs and tables; examine case studies; conduct interviews with community people; take field trips; and role-play community situations. Pre- and posttests are also included. (Author/RM)

ED 128 290 SO 009 432

Gourneau, Stella M.

Promote Improvement in the Junior High School General Music Course—A SAFE Approach.

Maxi I Report, Revised.

Pub Date 30 Mar 76

Note—430p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Curriculum Development, Doctoral Theses, Elementary Secondary Education, *Evaluation Methods, *Experimental Curriculum, Humanities, Junior High School Students, *Music Education, Performance, *Research Design

This document describes one phase of efforts to reorganize music curricula in the K-12 General Music program in Duval County, Florida. Following the Systems Approach for Education (SAFE) curriculum development model, a curriculum for the junior-high General Music course was designed, based on performance objectives. A teacher test booklet was developed which includes items written for each objective, criteria for achievement, and a selection of musical examples required for aural and/or visual stimuli. Student pre- and posttest booklets were compiled from the teacher test booklets, 3M Datronics test scoring forms were selected, and audiotapes were made for each of the tests. All materials were analyzed for content validity, mastery, and hierarchy. Results of field testing show that (1) participating students improved their musical skills and knowledge, (2) participating teachers favored installing the curriculum, and (3) administrators approved extending the curriculum to all junior-high General Music classes. Extensive appendices include a course description, performance objectives, all the developed materials, requirements and constraints of the project, and an assessment system for music curricula. (Author/AV)

ED 128 291 95 SO 009 451

Ziadeh, Farhat J. Allen, Calvin H.

The Evaluation of the Treatment of Egypt in American Primary and Secondary School Literature. Final Report.

Middle East Studies Association of North America, New York, N.Y.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Pub Date 30 Jun 76

Contract—300-75-0274

Note—131p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Annotated Bibliographies, Area Studies, Cultural Education, Curriculum Development, Educational Needs, Elementary Secondary Education, Films, *Middle Eastern Studies, National Surveys, Negative Attitudes, Primary Education, Resource Guides, *Social Studies, Stereotypes, *Textbook Bias, Textbook Content, *Textbook Evaluation

Identifiers—*Egypt

In this study of the treatment of Egypt in elementary and secondary school literature, the content of 109 textbooks and 180 supplementary works is analyzed and evaluated and recommendations for specific corrections and additions are presented. The purpose is to alert the authors of educational materials and teachers about the imperfections in literature on Egypt currently available in the United States. Specific comments are made about educational literature concerning geography; history and politics; art, architecture, language, and literature; society; and religion. A general conclusion is that the practice of presenting information which has omitted certain facts on Egypt results in the creation of negative images. Egypt is generally depicted as passive and unchanging, as shown in discussions of ancient Egypt and the modern fellah (farmer). It is depicted as being aggressive, as shown by Nasser's purported attempts to dominate the Arab world, his attacks on Israel, and his relations with the West. It is recommended that foreign area study programs be funded, textbook publishers confer with area specialists, and authors and teachers become better informed. To encourage this, annotated booklists and lists of films are provided which give a background on Egyptian history and culture. Almost 300 books with a note on educational level, and over 200 films with a note on length are listed. Most materials were developed or published in the 1960s and 70s. (AV)

ED 128 292 SO 009 464

The Scholar and the Feminist III: The Search For Origins.

Columbia Univ., New York, N.Y., Barnard Coll. Spons Agency—Helena Rubenstein Foundation, Inc., New York, N.Y.

Pub Date 76

Note—47p.; Papers from the Morning Session of a Conference of the Barnard College Women's Center (New York, New York, April 10, 1976)

Available from—Women's Center, Barnard College, Columbia University, New York, New York 10027 (\$1.00 paper cover, 10 or more \$0.75 each)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Capitalism, Church Role, Discriminatory Attitudes (Social), Females, *Feminism, Power Structure, Research Needs, *Sex Discrimination, *Social History, *Womens Studies

The two conference papers in this publication examine the historical origins of the subordination of women to men. In the first paper, "Unraveling the Problem of Origins: An Anthropological Search for Feminist Theory," Rayna Reiter reviews what is known and what is not known at the present time and provides a feminist critique of the gaps in our knowledge left by a male-oriented tradition of learning. She points out that modern capitalist social organization clearly depends on the continuance of a certain kind of female subordination, but it cannot be seen as solely responsible for its origins. Although more research is required, Reiter emphasizes that there is already much evidence to suggest the ways in which the establishment of the gender hierarchy is linked to other forms of power structures and is an inherent part of their development. The paper by Elaine Pagels, "When Did Man Make God in His Image? A Case Study in Religion and Politics," shows in considerable detail how the process of establishing an orthodoxy in the early Christian Church, both in terms of correct theology and in terms of how the church hierarchy and membership are to be organized, is linked intimately to the process of taking away options for women. (Author/RM)

SP

ED 128 293 95 SP 010 365
Social Sciences of Sport: Bibliographies on Educational Topics No. 3.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 76

Note—71p.

Available from—ERIC Clearinghouse on Teacher Education, Suite 616, One Dupont Circle, N.W., Washington, D.C. 20036 (\$1.50)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Annotated Bibliographies, *Athletics, History, Philosophy, *Physical Education, Psychology, *Social Sciences, Sociology

This publication is one of a series of annotated bibliographies in physical education. There are four sections—sport history, sport psychology, sport sociology, and sport philosophy. Each section consists of a brief introduction, the annotated bibliographic entries arranged alphabetically by author, and a list of cross references for documents relevant to more than one sub-discipline. Citations were selected from the two files contained in the ERIC data base: **RESOURCES IN EDUCATION (RIE)** and **CURRENT INDEX TO JOURNALS IN EDUCATION (CUE)**. (DMT)

ED 128 294 SP 010 366

Howard, Mary Kay Franks, Betty Barclay

The Biological Revolution: Examining Values Through the Futures Perspective.

National Education Association, Washington, D.C.

Pub Date Feb 76

Note—33p.

Available from—National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Stock No. 0709-3-00, No price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Artificial Intelligence, *Biological Sciences, Bionics, *Class Activities, Decision Making, *Futures (of Society), *Human Engineering, *Interdisciplinary Approach, Technological Advancement, *Values

The most value laden of futures issues are raised by contemporary biological research. Current biological research has reached the point where we must now ask such questions as: What should be the nature of the human in the future? Who should make these decisions? How should humans interact with the universe? The problems and possibilities of the biological revolution cannot be compartmentalized because they affect all areas of life. Teachers from social studies, biology, health, and humanities have found that these issues cannot be examined through the narrow perspective of only one discipline. Examining the biological revolution through the futures perspective enables students to take a multidisciplinary approach to tomorrow's critical issues today. This report describes a series of values questions which, combined with media, materials, and activities, can be used to form a unit to help students examine the biological revolution through the futures perspective. This unit can be added to existing courses, or portions of it can be inserted wherever teachers think it would be appropriate to involve students in values clarification activities. Because the approach is multidisciplinary, materials are included that can be used in biology, psychology, government, science fiction, humanities, and futures classes. (Author/MM)

ED 128 295 SP 010 367

Certification Renewal Through Staff Development. Georgia State Dept. of Education, Atlanta. Office of Instructional Services.

Pub Date Apr 76

Note—55p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Guidelines, *Inservice Programs, *Inservice Teacher Education, Needs Assessment, Performance Criteria, *Professional Continuing Education, *State Standards, Student Needs, *Teacher Certification, *Teacher Improvement, Teaching Skills

Identifiers—Georgia

This publication is a collection of supportive material to aid educational personnel in planning programs for staff development and improve-

ment. It is the result of an effort in 1973 by the Georgia Teacher Education Council's committee on staff development to devise a plan that would allow local agencies to: (1) identify student needs and the competencies needed by educational personnel to meet these needs; and (2) plan training activities for teachers, administrators, and other school personnel to prepare them to meet the identified needs. Out of this effort, Georgia's educational community was able to clarify its position on improving education, and the concept of continuous improvement of education personnel was formulated. This concept was further developed to incorporate three beliefs: (1) that the direction of local staff development ought to be determined largely by the needs of the local students; (2) student achievement is greatly affected by the competencies of teachers and principals; and (3) the continued certification of educational personnel ought to be based on how well they demonstrate proficiency in the competencies needed for student improvement in an actual educational setting. All of these staff development efforts culminated in the development of a set of standards for certification renewal. The discussion of these standards is the heart of this publication. Included with the statement of the standards are: (1) the operational definitions of several pertinent terms not directly defined in the statement of standards; (2) a discussion of each standard with suggestions for implementation; (3) a suggested developmental timeline; and (4) references to relevant resources that might aid in the planning and implementation of a similar program. (MM)

ED 128 296 95 SP 010 368

McCarthy, Martha M.

School Law: A Growing Concern. Teacher Education Forum; Volume 4, Number 1.

Indiana Univ., Bloomington. School of Education. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date Jan 76

Grant—OEG-0-72-0492-725

Note—15p.; For related documents, see SP 010 369-388

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Court Litigation, *Educational Legislation, *Law Instruction, Laws, Legal Problems, *Legal Responsibility, Teacher Education, *Teacher Education Curriculum, Teacher Educators, *Teachers, Teacher Welfare

During the past two decades legislatures and courts have reshaped public educational policy. The increasing public awareness of the role of law in all aspects of society and the growing complexity of the educational enterprises have catapulted teachers into litigation to an unprecedented degree. As this trend shows no signs of diminishing in the near future, teachers need to become more informed about the legal facets of their jobs. With the current emphasis on guarding students' and parents' rights, teachers often feel that they are being pressed from all directions and have practically no rights themselves. Legally, this is not true. Although an undergraduate course in school law would offer no immediate panacea, it would furnish a forum for teachers to explore the perimeters of their rights and the legal implications of alternative courses of action open to them. Those charged with preparing future educators need to direct some immediate attention to the long neglected area of undergraduate instruction in school law. (MM)

ED 128 297 95 SP 010 369

Mahan, James M. Chickedantz, Penny

Preservice Teachers' Perceptions of Principals and Inservice Teachers' Views of a Field-Based Program and Trainees. Teacher Education Forum; Volume 4, Number 2.

Indiana Univ., Bloomington. School of Education. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date Feb 76

Grant—OEG-0-72-0492-725

Note—15p.; For related documents, see SP 010 368-388

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrator Evaluation, *Cluster Grouping, *Cooperating Teachers, Individual Characteristics, Practicums, Preservice Education, *Principals, *Student Teachers, Student Teaching, Teacher Education, Teacher Supervision

Identifiers—Purdue Student Teacher Opinionnaire

Two questions of concern for future developers and participants in clustered student teaching projects are the foci of this report: (1) How do preservice teachers view the role of the elementary school principal in a "cluster" school? (2) How do classroom teachers react to the preservice teachers and special project components that greatly change patterns and professional atmosphere in a "cluster" school? The Purdue Student Teacher Opinionnaire (PSTO) was administered to students involved in three different types of student teaching experiences to measure the student teacher's feelings about the principal's professional competency, interest in student teachers and their work, ability to communicate, and skill in human relations. The highest ratings of rapport with the principal were given by student teachers in conventional programs, followed by those in the Reading and Language Arts Teacher Education Program (RELATE), with the lowest scores given in the Professional Year Program, a cluster program. Five suggestions for principals to improve rapport with student teachers are given. The classroom teachers were generally positive in their evaluations of student teachers and rated the cluster student teachers high on overall preparation to teach in comparison with the preparation of non-cluster student teachers they had seen or worked with previously. (JMF)

ED 128 298 95 SP 010 370

Mohn, Norman Reinhartz, Judy

Preservice Teachers as Agents of Change: An Experiment. Teacher Education Forum; Volume 4, Number 3.

Indiana Univ., Bloomington. School of Education. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date Feb 76

Grant—OEG-0-72-0492-725

Note—11p.; For related documents, see SP 010 368-388

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Change Strategies, Education Majors, Effective Teaching, *Field Experience Programs, *Preservice Education, Program Development, Secondary Schools, *Teacher Education, *Vocational Development

This paper is a description of an undergraduate experiment initiated at the University of Texas at Arlington during the academic year 1974-75. The thrust of the experiment was to instill more realism in the professional courses at the Education Department and simultaneously to assist in instigating changes in the public schools. A document proposing the field experience program was submitted to persons within The Education Department. The proposal was sent to a subcommittee of a local teacher center, the local Advisory Council of Arlington, principals, and teachers. Personal interviews were arranged with principals in grades 7-12. Four basic questions were asked: (1) After having an opportunity to read the proposal, have you found any problem areas? (2) What particular aspects need to be addressed during the orientation? (3) What ways would you get feedback from teachers in your school? and (4) Would you want to participate in such a venture? The information was collected and revised in proposal form, and the program began in the spring of 1974. The experiment for many students was a positive experience, acting as a catalyst for making a more intelligent decision about teaching as a career. It also increased the university's sensitivity towards student needs, interests, feelings, ideas, and learning styles, and helped the public schools involved to actualize many programs. An appendix contains a preservice field experience program questionnaire. (DMT)

ED 128 299 95 SP 010 371

Mosley, William J. Sitko, Merrill C.

A Model Program for Training Teachers of the Mildly Handicapped. Teacher Education Forum; Volume 4, Number 4.

Indiana Univ., Bloomington. School of Education. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

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Descriptors—*Behavior Problems, Changing Attitudes, Elementary Education, *Emotionally Disturbed Children, *Mental Retardation,

*Regular Class Placement, *Special Education Teachers, Student Needs, Teacher Education

The development, operation, and evaluation of an experimentally based teacher training program, the Mildly Handicapped Program (MHP), is described in this report. The overall concern of the program is to develop teachers who, in the real world public school classroom setting, obtain the best possible results from elementary age children in special and/or regular classroom settings. The MHP program enables students to obtain a B.S. degree in elementary education with (1) major certification in elementary education and (2) special education endorsement in two areas—mental retardation and emotional disturbance/behavior disorders. The MHP is thus a teacher training program designed to prepare teachers to provide educational services to regular class students and to children thought to be mildly handicapped in the exceptional child areas of mental retardation and behavioral disorders. Other goals of the program include preparing teachers to meet the cognitive abilities and affective needs of children from different social areas. In addition to the major objective of preparing teachers who can efficiently teach a wide range of cognitive abilities and behavioral styles, MHP objectives are: (1) to specify the changes in the attitudes, knowledge, and skills of regular educators which would facilitate mainstreaming and responsiveness to the needs of the mildly handicapped children; and (2) to provide a training environment where graduate students of special education can acquire teacher training program development, implementation, and evaluation skills. (MM)

ED 128 300 95 SP 010 372
Tom, Alan R.

Student Teaching: First Course in Teacher Education? Teacher Education Forum; Volume 4, Number 5.

Indiana Univ., Bloomington. School of Education. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C. Pub Date Mar 76

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Descriptors—*Educational Theories, *Practicians, Preservice Education, Student Teachers, *Student Teaching, *Teacher Education, Teacher Educators, Teacher Programs, Teacher Role, *Teaching Experience, Teaching Methods, *Teaching Models

This discussion is based on the assumption that current practice in teacher education is not working very well, but that teacher education programs can be considerably improved with some relatively minor changes. It is important that solutions for the problems identify critical weaknesses in current practice that can be overcome with relatively modest and inexpensive reforms. Chief among suggested recommendations is one for earlier field experience. Different but related reasons for implementing classroom practice very early in the training process are: (1) to develop a base of concrete perceptual images of classroom life on which later theoretical knowledge can be built; (2) to accelerate the passage through the developmental stages of teacher concerns; (3) to help the novice decide early whether he wants to be a teacher, and (4) to reduce the number of functions student teaching is expected to fulfill. It is stated that early practice should be an intense and realistic experience recognizing the limitations of the student teacher and the functions he can be expected to perform. The chief drawbacks to early teaching experience seem to be the lack of a model of a good teacher and the danger of adopting an apprenticeship program. (JMF)

ED 128 301 95 SP 010 373
LeGrand, Raymond A. Wertheim, Sally H.

The University Goes to School: An Inservice Training Design. Teacher Education Forum; Volume 4, Number 6.

Indiana Univ., Bloomington. School of Education. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C. Pub Date Apr 76

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Descriptors—Elementary Schools, *Experimental Programs, *Inservice Teacher Education, *Open Plan Schools, *Simulated Environment, Teaching Methods

If inservice education is to strongly affect teacher attitudes, it must be given higher priority and made part of the total package of curriculum improvement in schools. To achieve this higher priority, alternative modes for inservice education must be developed and both universities and school systems must find ways to work cooperatively to make inservice part of the regular school day and program. Such a model was developed cooperatively by John Carroll University and the Cleveland Heights-University Heights school district for the purpose of retraining veteran teachers to move from traditional elementary classrooms to new open space elementary schools. The first phase of this project consisted of a needs assessment conducted by the University. This was carried out for each teacher by University consultants, and the final contract, objectives, and schedule were negotiated. Based on this, the second phase consisted of three training days where teachers were released all day to work with consultants on interpersonal relations skills and classroom environment analysis and diagnosis. In the third phase clusters of three to four teachers met for an intensive planning day. Phase four was designated as the simulation experience where teachers and students tried out new environment and teaching learning styles in a simulated setting. Phase five consisted of a day away from the school on the University Campus where teachers and consultants formally evaluated the positive and negative aspects of simulation experience and set future goals. Phase six involved implementation of the program in the new setting based on work done in phase five. (JMF)

ED 128 302 95 SP 010 374
Buffie, Edward G.

Study of the Employment Status of Block Program Graduates. Teacher Education Forum; Volume 4, Number 7.

Indiana Univ., Bloomington. School of Education. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C. Pub Date Apr 76

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Descriptors—College Graduates, Cooperative Teaching, Departmental Teaching Plans, *Elementary School Teachers, Employment Opportunities, *Employment Statistics, *Graduate Surveys, Questionnaires, Teacher Education, *Teacher Employment, Team Teaching

Identifiers—*Block Program, Indiana University Bloomington

The Block Program is one of five major options at Indiana University, Bloomington, for students preparing to become elementary teachers. The project emphasizes team approach to instruction; flexibility of program; carefully articulated work with respect to preparation in language arts, mathematics, science, and social studies; carefully articulated collegiate and field experiences in the schools; and student representation in the planning, implementation, and evaluation of the program. A questionnaire concerning employment status was administered to 1973, 1974, and 1975 graduates of the program. The results indicate that almost 85 percent of those seeking full-time teaching positions were successful. About 80 percent hold positions in public schools organized on a self-contained basis; 20 percent are in schools featuring team teaching or departmentalization. Personal initiative on the part of the candidate in finding a position was judged to be important but not as significant as had been rumored. Some areas of future study concerning the Block Program are discussed. (JMF)

ED 128 303 95 SP 010 375
Goldman, Richard M. Champagne, David W.

Three University External Studies Courses: An Analysis. Teacher Education Forum; Volume 4, Number 8.

Indiana Univ., Bloomington. School of Education. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C. Pub Date May 76

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EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Course Objectives, Evaluation, *External Degree Programs, *Independent Study, *Individualized Programs, Off Campus Facilities, *Teacher Education, *University Extension

Identifiers—Kent State University, Nova University, University of Pittsburgh

Three external degree programs—National Ed.D. Program for Educational Leaders, Nova University (Florida); University External Studies Program, University of Pittsburgh; and Field Centered Courses, Department of Early Childhood Education, Kent State University—are compared on the basis of a series of questions. Is the course designed for a specific audience? Does the course link theory with practice? Are the objectives of the course clearly specified for the student? Are the students encouraged to help one another? Are preassessment instruments utilized to identify the student's strengths and weaknesses? Does the student complete the course at an individual rate? Does the student receive continuing feedback from the instructors? Does the student attend "on campus" seminars? The major conclusions of the study are that the learning environment can be expanded to include the school community setting and that the external studies as a format can be designed to match the needs and learning styles of many kinds of students. (JMF)

ED 128 304 95 SP 010 376

Andersen, Hans

Role of the University in Field Based Preservice Teacher Education. Teacher Education Forum; Volume 4, Number 9.

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EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Faculty, Cooperating Teachers, *Cooperative Planning, *Field Experience Programs, *Institutional Role, *Preservice Education, Professional Personnel, Student Experience, *Teacher Education, Teacher Educators, *Teachers Colleges, Teaching Experience

Identifiers—Field Based Preservice Teacher Education

Field based preservice teacher education (FBPTE) is a total university effort, not simply a program of roles to be played by professional educators. It is an optimal mix of early and continuous developmental experiences, sequenced to meet the attitudinal and skill development needs of preservice teachers that occur in realistic educational settings with children. These experiences for preservice teachers are cooperatively planned and evaluated by teachers, administrators, parents, professional educators, and scholars from the various disciplines. In establishing and maintaining an FBPTE program, the university faculties assume eight responsibilities: (1) to identify a rationale for establishing an FBPTE program; (2) to design a program sequence; (3) to identify and select a variety of learning experiences; (4) to design field experiences; (5) to identify sites and participating field agents; (6) to try-evaluate (continuous evaluation throughout the program development stages); (7) to provide participant payoff; and (8) to protect the faculty (to be aware of the time/energy factor because FBTE programs are more time and energy consuming than traditional programs). (MM)

ED 128 305 95 SP 010 377

Duke, Daniel L.

Our Focus on Teaching Needs a Wide-Angle Lens: Consider Extra-School Teaching. Teacher Education Forum; Volume 4, Number 10.

Indiana Univ., Bloomington. School of Education. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C. Pub Date May 76

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Descriptors—Conventional Instruction, *Educational Alternatives, *Educational Innovation, *Educational Theories, *Instructional Design, Preservice Education, *Teacher Education

Curriculum, Teacher Educators, Teaching Methods, *Teaching Models, Teaching Techniques

Today educators are finding the public turning in greater numbers to alternative forms of instruction, including Transcendental Meditation, apprenticeship, and consciousness-raising groups. This paper attempts to (1) map out the "universe" of instruction, going beyond the frontier of public elementary and secondary teaching to consider other variants and (2) to investigate the desirability of including examples of "extra school" teaching in the preservice and inservice education of teachers. The discussion offers an analysis of what qualifies as teaching; types of teaching including ten general classifications, their primary function, and examples of each. A brief review of one example of extra school teaching—teaching archery, Zen style—is presented to illustrate the potential value to teachers in training of a broadened perspective on teaching. Eight categories of teaching in public schools that would be improved by the consideration of "extra school" teaching are presented as illustration. (JMF)

ED 128 306 95 SP 010 378

Smith, Robert F.

Mathematics Education in Early Childhood: Focus on the Developing Child. Teacher Education Forum; Volume 4, Number 11.

Indiana Univ., Bloomington. School of Education. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

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Descriptors—*Child Development, Cognitive Ability, *Cognitive Development, Cognitive Processes, *Elementary School Mathematics, Instructional Design, Mathematics Teachers, *Number Concepts, Numbers, Preservice Education, *Student Teaching, Teacher Educators, Teaching Experience, Teaching Techniques

Identifiers—Piaget (Jean)

Field experience during teacher preparation enables the prospective teacher to observe children as they develop—emotionally, socially, intellectually, and physically. Children, at different stages of development, exhibit characteristics of behavior which may or may not affect how and what they learn in the formal classroom environment. Thus, the teacher must be able to relate pedagogy to the developmental level of each child. The assignment described concerns mathematics instruction in the early childhood grades and is based on the implications of Jean Piaget's research and writing regarding a basic in the development of numerical understanding—the ability to conserve number. The assignment involves administering three to four Piagetian-type tasks to a child, analyzing the child's responses according to Piagetian theory, noting the relationship between the child's cognitive skills and mathematics ability, and planning a program in mathematics instruction based on the child's apparent level of cognitive functioning. The prime significance of this assignment lies in the prospective teacher's questioning, probing, and discussion of the child's responses and, thus, a refinement in the teacher's understanding of children's thinking skills. (JMF)

ED 128 307 95 SP 010 379

Hittleman, Daniel R.

A Model for a Competency Based Teacher Preparation Program. Teacher Education Forum; Volume 4, Number 12.

Indiana Univ., Bloomington. School of Education. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

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Descriptors—Behavioral Objectives, *Educational Environment, Educational Objectives, *Learning Experience, Measurement Techniques, Observation, *Performance, *Performance Based Teacher Education, Program Evaluation, *Teaching Models, *Teaching Skills

Some of the merits and limitations of Competency Based Teacher Education (CBTE) programs are reviewed, and a model CBTE program

is presented. The model CBTE program is the primary concern of this discussion; however, arguments are mentioned for and against other such programs to give perspective to the components chosen for inclusion in the model program. Based upon current evidence, it seems that a major weakness of many CBTE programs may be that they seek to establish a singular, univariate examination of teacher performance and an isolated, oversimplified explanation of the learning situation. The model CBTE program, therefore, is developed so that the interaction of a number of variables which influence the teaching/learning situation can be observed. It takes into account the facts that teaching performance is a complex of knowledge and teaching skills extending over a long period of time and that teaching performance can only be adequately and effectively assessed by multiple and multileveled observations over an extended period. Presented here, the Multiple Measure Model of Teacher Performance is an attempt to measure the same goal or objective by different techniques and under varying circumstances. The multiple measure approach utilizes various learning objectives (cognitive, performance, consequence, affective, and exploratory), and the criteria for performance can be derived from these objectives. In addition, the approach allows for the assessment of a single objective in two dimensions—the learning condition and the learner response. (MM)

ED 128 308 95 SP 010 380

Rubin, Dorothy

Social Schemata of School Personnel: A Bi-Racial Study. Teacher Education Forum; Volume 4, Number 13.

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Note—15p.; For related documents, see SP 010 368-388

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Descriptors—*Attitude Tests, *Changing Attitudes, *Cultural Differences, Cultural Factors, Educational Attitudes, *Forced Choice Technique, Negro Attitudes, Social Structure, Social Values, Sociocultural Patterns, Stereotypes, *Teacher Attitudes, *Teacher Workshops

Identifiers—New Jersey Education Consortium, NJEC

The New Jersey Education Consortium (NJEC) conducted a series of training workshops designed to (1) help teachers exhibit behavior in the classroom that communicates respect for differences among students and (2) describe some key areas of cultural dissonance between teacher and learning and demonstrate specific behavior to lessen the dissonance. An independent evaluator determined whether the participants in workshops emerged from the sessions with better attitudes toward cultural groups other than their own. The study is composed of three parts. Part 1, using an adapted Kuehne Felt Figure Technique administered both pre- and postsession, shows the participants' placement of "self" in relation to white, integrated, and black group stimulus figures before and after the workshops. Part 2, using an Adapted Group Figure Attitude Technique, determined participants' feelings about their own and other cultural groups before and after the workshops. Part 3 consists of an attitude questionnaire given only in post-session. Some severe limitations must be placed on the results of this study, chiefly because the participants were volunteers rather than chosen randomly. However, the trends concerning attitude change demonstrate that some positive steps toward better understanding of oneself and others were taken, and more detailed and controlled study of the workshops is warranted. (JMF)

ED 128 309 95 SP 010 381

Rockwood, Stacy F.

The Move to Field Based Teacher Education: A Practical Guide for Field Hands. Teacher Education Forum; Volume 4, Number 14.

Indiana Univ., Bloomington. School of Education. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

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EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cooperating Teachers, Education Majors, *Elementary Schools, *Field Experience Programs, *Practicum Supervision, *Preservice Education, Program Coordination, *Program Development, *Program Guides, Program Proposals, Teacher Education

This paper outlines the procedures used at the University of Cincinnati for establishing a field based elementary teacher education program in the form of a field guide. The first step involves a meeting with university faculty to discuss the implications of such a program. Step two involves meeting with the elementary school principal and selling the proposed program. Step three requires approaching the elementary school faculty, describing the program to them, emphasizing both pros and cons. The final step requires that the principal have latitude to make his decision. He should make the final contact either accepting or rejecting the proposal. Additionally the paper stresses a number of points crucial to the successful selling and functioning of a field based education program: (1) in the discussion with university faculty it is essential that they realize that they have no authority over public school teachers and their students, or the school building, and that they internalize the concept of working with elementary school faculty; (2) in talking with the principal, present a full assessment of the advantages college students in the program provide for the school; (3) in talking with the elementary school faculty, it is important to be brief, emphasize the cooperative nature of the venture, and present the list of services from which they will benefit; and finally (4) ensure that the supervising faculty and the college students involved become immersed in the elementary school environment through such activities as reading the school bulletin and joining the PTA. (DMT)

ED 128 310 95 SP 010 382

Harty, Harold

Expressed Philosophical, Value, and/or Attitudinal Orientations Toward Educational Practice of Student Teachers Preparing to Teach Minority and Mainstream Ethnic Groups. Teacher Education Forum; Volume 4, Number 15.

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Descriptors—Attitude Tests, *Changing Attitudes, Conventional Instruction, *Cooperating Teachers, Educational Attitudes, *Minority Groups, *Preservice Education, Social Values, *Student Teachers, *Teacher Attitudes, Teacher Education, Teacher Educators, Teaching Models

This study examined the expressed orientations toward education of (1) preservice teachers who opted to participate in student teaching programs in minority settings; (2) preservice teachers who selected conventional student teaching placements; and (3) inservice supervising teachers from both settings. Four student teaching programs provided the subjects over three semesters (three replications). The participating student teachers were placed in Latino, American Indian, Afro-American, or Regular (white middle class) settings. The study was designed to control for random variations from semester to semester and to consider whether or not the student teachers who selected a particular student teaching assignment shared orientations that were different from the orientations of those who did not specify placement preferences. The large enrollment in the regular student teaching program facilitated the formulation of a random sample of 39 student teachers to serve as a control group. The Educational Preference Scale was chosen to measure the student and inservice teachers' expressed orientations toward education. An analysis of the data revealed that student teachers tend to become more like their supervising teachers with respect to their expressed orientations toward education. When student teachers were placed in cultural settings where the role expectations were contrary to their expressed orientation, it appeared that the presence of the conflicting role expectations facilitated changes in their functioning roles. (MM)

ED 128 311 95 SP 010 383

Mahan, James M. Lacey, Warren E.
Student Teacher Educational Attitude Changes in Year-Long Placements Examined from a Cognitive Dissonance Framework. Teacher Education Forum; Volume 4, Number 16.

Indiana Univ., Bloomington. School of Education. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

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EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
 Descriptors—Attitude Tests, *Changing Attitudes, College Supervisors, Cooperating Teachers, *Educational Attitudes, Preservice Education, *Role Models, *Student Teachers, *Teacher Education, *Values

Identifiers—*Cognitive Dissonance
 The purpose of the two studies reported in this paper are (1) to extend knowledge about the effects of longer field experience with multiple role models (supervising teachers) upon student teachers' value orientations toward education and schooling; and (2) to document the effects that the student teaching experiences have upon the educational value orientations of these preservice teachers. Cognitive dissonance theory provides a conceptual model that allows formal discussion of attitude change effects in the student teaching situation. If a perceived disparity exists between the student and the teacher, the student will tend to adjust his value orientation in such a way as to minimize that disparity. The extent of this adaptive shift is expected to be a function of the duration of the situation. Empirical evidence presented in this report validates the predictability and general usefulness of the dissonance model. One study took place during the 1974-75 academic year. Fifty-four student teachers taught daily, on two grade levels under two classroom teachers, and observed in the rooms of other teachers. Methods instruction was provided at the cluster schools. The cluster arrangement and diverse observational and instructional activities permitted the student to become well acquainted with many teachers in the three schools. The value orientations toward education held by the student teachers were determined three times during the program by administering the Educational Preference Scale (EPS). The EPS instrument has been shown to discriminate accurately between groups of persons known to hold different opinions about the nature of education. During the 1973-74 year, a similar study was conducted with the same group of supervising teachers and different student teachers. (MM)

ED 128 312 95 SP 010 384

Esp, Barbara
Program Evaluation in Alternative Education: An Annotated Bibliography. Teacher Education Forum; Volume 4, Number 17.

Indiana Univ., Bloomington. School of Education. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

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EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
 Descriptors—*Alternative Schools, *Annotated Bibliographies, *Educational Alternatives, Educational Environment, Experimental Schools, *Open Education, *Program Evaluation

The Forum Series is a collection of papers dealing with all phases of teacher education including inservice training and graduate study. This selection is an annotated bibliography in two parts: (1) Evaluation Issues and Methods; and (2) Studies of Alternative Environments. (DMT)

ED 128 313 95 SP 010 385

Wallen, Carl J.
Curriculum Integration: The Central Problem in Teacher Education. Teacher Education Forum; Volume 4, Number 19.

Indiana Univ., Bloomington. School of Education. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

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Descriptors—Behavioral Objectives, Curriculum Problems, *Integrated Curriculum, *Learning Experience, Learning Theories, *Program Effectiveness, Relevance (Education), *Teacher Education, *Teacher Education Curriculum, Teaching

A central problem in teacher education is the lack of curriculum integration in both competency-based and traditional teacher preparation programs. Curriculum integration is achieved when students are able to perceive a meaningful relationship between what they have learned in the different educational experiences in the program, and between those learnings and their subsequent performance as classroom teachers. These two relationships suggest two dimensions of curriculum integration: (1) integrating instructional experiences; and (2) integrating instructional objectives. Instructional experiences can be integrated in two ways—horizontally and longitudinally. A horizontal integration can be achieved by organizing the courses and the activities around unifying threads that provide a basis for the students to perceive relationships. A longitudinal integration can be achieved by designing the experiences in a way that facilitates transfer of learning from an earlier experience to a new, but similar, situation. Instructional objectives are satisfactorily integrated when students are able to perceive a relationship between what they learn in a preparation program and what they do on the job as teachers. Integration of instructional objectives can be achieved through (1) utilitarian integration of instructional objectives (identifying as objectives only those behaviors that have a high likelihood of being useful in teaching) and (2) generalizable integration of objectives (designing program objectives so that they can be widely applied in classroom teaching). (MM)

ED 128 314 95 SP 010 386

Hedley, R. L. And Others
Training in Supervision: A Limited Inservice Approach. Teacher Education Forum; Volume 4, Number 20.

Indiana Univ., Bloomington. School of Education. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

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Descriptors—*College Supervisors, Foreign Countries, Interpersonal Relationship, *Principals, Rural Schools, Student Teachers, *Student Teaching, Supervisors, *Teacher Administrator Relationship, Teacher Evaluation, *Teacher Supervision, *Teaching Models, Workshops

Identifiers—Manitoba
 Although it has been the practice of the University of Manitoba to place the majority of student teachers in metropolitan schools, recently there has been increasing pressure to place students in rural school divisions as well. One rural school division, however, has given some evidence of distrust in the university faculty and in its methods of student teacher placement and supervision. To overcome this difficulty and establish an atmosphere of mutual trust, it was decided to conduct a two-day workshop in supervision where division principals and university faculty members could cooperatively develop a model of supervision techniques that would be useful to the principals and that would ultimately benefit student teachers placed in the rural school divisions. A model for the analysis of instruction was developed based on the hypothesis that the observable part of the teaching act is comprised of a finite set of learned behaviors that can be identified, isolated, and practiced. Supervisory personnel could evaluate the teaching act by assigning values to these behaviors. Five elements of instruction included in the model are: (1) a statement of entering behavior describing the present status of the learner in reference to a future status the teacher thinks the student should attain; (2) a statement of observable behavior describing what the student will be able to do after mastering an objective; (3) instructional procedures utilizing exposition, questioning, demonstration, and discussion; (4) performance assessment; and (5) continuous evaluation carried on by the teacher during actual presentation of the lesson. The workshop partici-

pants felt that they accomplished their goal of developing a structure for the analysis of instruction and that an understanding of the interpersonal relations between principals and teachers was achieved. (MM)

ED 128 315 95 SP 010 387

Algozzine, Robert Salvia, John
Attractiveness and Psychological Development. Teacher Education Forum; Volume 4, Number 21.

Indiana Univ., Bloomington. School of Education. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

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EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, Behavior Development, Body Image, Emotional Development, *Individual Development, Peer Acceptance, *Peer Relationship, *Performance Factors, Report Cards, *Self Concept, Success Factors

Identifiers—*Physical Attractiveness
 An investigation of the relationship between appearance and psychological development is presented in this paper. The central hypothesis of the investigation is that appearance is an important stimulus property in the psychological development of children, and as such has an effect on an individual's response to his environment as well as the environment's response to that individual. Children are thought of as possessing stimulus as well as response properties, and development is viewed as a function of the interactions of the child and the environment. The results of the investigation support a hypothesized relationship between stimulus properties and psychological development—that appearance, self-concept, peer acceptance, IQ, and report card grades are all related. The stimulus property is related to the performance dimension characterized by IQ, total report card, and total achievement scores. The stimulus qualities of a child are variables that not only relate empirically, but logically. The data received may be interpreted in the following way: attractive children tend to have higher IQ's, more friends, better self-concepts, and more favorable report cards than their less attractive peers. The variables, represented by the stimulus property dimension, are moderately correlated with the performance dimension. One of the limitations of this investigation is that the social status of the children was ignored. Other studies have shown achievement differences to exist within different social strata. It is possible that appearance and socioeconomic status are positively correlated to a high degree, and that the socioeconomic status should also be considered as part of the stimulus dimension. (MM)

ED 128 316 95 SP 010 388

Elmore, Dana T.
The Elementary Teaching Internship: Does It Have a Future? Teacher Education Forum; Volume 4, Number 22.

Indiana Univ., Bloomington. School of Education. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

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EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Elementary School Teachers, *Internship Programs, Questionnaires, *Teacher Education, *Teacher Interns, Teacher Supply and Demand, Teaching Experience, *Trend Analysis

Identifiers—*California, Ryan Act
 The present and future conditions of elementary teacher internship programs were considered in this study. A questionnaire was mailed to 67 California teacher preparation institutions and 43 institutions selected from other states. A follow-up study was conducted one year later to determine any program revisions that were occurring in the internship programs surveyed. It was found that intern programs exist in many different forms. Some are very nearly like student teaching—the intern works closely with a certified teacher, has limited teaching responsibility, and minimal salary. Interns in other programs resemble the regular beginning teacher—they

have full teaching responsibility and commensurate salary. Automatic placement is provided in some programs, while in others the intern must compete with credentialed teachers for teaching positions. One institution offers the internship as the only means to becoming an elementary teacher; whereas in most cases the percentage of interns is small compared to the total number of credentials granted through the institution. Few substantial changes seem to be occurring that would suggest trends in internship programs. Most notable are those related to the over-supply of teachers and, in California, to certain requirements of the recent Ryan legislation. The elementary teaching internship exists in a great number of individual patterns. Although internships are regarded by many educators as being of limited value in times of teacher oversupply, others see them as a most promising means of teacher education. (MM)

ED 128 317 95 SP 010 389

Tague, Linda Clark, Ed. And Others
Teacher Centering: A National Institute. Conference Report.

Indiana Univ., Bloomington. Div. of Teacher Education.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date May 76

Grant—OEG-0-72-0492(725)

Note—98p.; Proceedings of conference on Teacher Centering: A National Institute (Washington, D.C., May 23-26, 1976)

Available from—National Resource and Dissemination Center, University of South Florida, Tampa, Florida 33620 (\$2.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Conference Reports, *Directories, *Institutes (Training Programs), *Symposia, Teacher Attendance, Teacher Attitudes, *Teacher Centers, Teacher Participation, *Teacher Seminars, Teacher Workshops

This report is organized around six chapters: (1) "How This Institute Came About"; (2) "Agenda"; (3) "Teacher Centering in 1976: The Real Experience"; (4) "Description of Teacher Centers"; (5) "Conference Reactions"; and (6) "Conference Directory of Participants." The first chapter discusses the sponsors, and organizers of the conference. Chapter two lists the events at the three-day convention in blocks of time giving titles, organizers, and short summaries of the individual group sessions. The third chapter provides a sampling of responses by approximately 250 of the conference participants to two questions: (1) What are your most important needs, the kinds of things you want to deal with during this conference, the issues and problems you want help with most now? and (2) What have been your greatest successes, your greatest "lessons learned", the experience you feel would be most helpful to share with others involved in centering? Chapter four provides brief descriptions of the purpose and activities of the teacher centers represented at the conference. Chapter five lists comments of participants, and chapter six is an alphabetical listing of those who attended the conference including affiliation and address. (DMT)

ED 128 318 SP 010 390

Mortenson, Robert A.

Shared Governance.

Pub Date Feb 76

Note—10p.; Paper presented at the annual meeting of the Association of Teacher Educators (56th, St. Louis, Missouri, February 3-6, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Organization, *Governance, *Interinstitutional Cooperation, *Organizational Communication, *Policy Formation, Programs, *Resource Centers, Shared Services, Teacher Education

Identifiers—*MINK Network Educational Resources Center, Networking, Teacher Corps. The MINK (Missouri, Iowa, Nebraska, and Kansas) Network Educational Resources Center is a regional, collaborative effort among Teacher Corps Projects and a model of shared governance to improve learning environments and understanding among teacher educators. The governance of this group comes from a Board of Directors comprised of project directors from each of the active Teacher Corps Projects within the four-state area. These project directors are in a position to receive continual input from a

variety of sources including colleagues at colleges and universities and practitioners at the project sites. This type of multi-faceted input enables the formulation of policy that reflects the functioning of the entire Network. The objectives of the MINK Network are: (1) to act as an educational resource center for materials developed by MINK Teacher Corps Projects as well as other educational materials relevant to the thrust of Teacher Corps; (2) to serve as a communication center among constituent projects for mutual sharing of information, product development, and evaluative analysis of educational materials; (3) to assist new projects through developmental stages by recommending resources, techniques, and materials; (4) to assist those associated or affected by Teacher Corps by sharing techniques, problems, and solutions at meetings; and (5) to coordinate liaisons with other resources outside the Network. This sharing of responsibilities and resources among institutions of higher education, local education agencies, and state education departments is reflected by a high degree of collectivity in the policies and purposes of participating Teacher Corps Projects. (MM)

ED 128 319 95 SP 010 391

Cole, Henry P.

Evaluative Indices for Curriculum Materials and Educational Programs. Teacher Education Forum; Volume 3, Number 6.

Indiana Univ., Bloomington. Div. of Teacher Education.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

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Note—67p.; For related documents, see ED 097 306, ED 108 871, ED 109 654, and SP 010 392-405

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Behavioral Objectives, Case Studies, *Evaluation Methods, *Process Education, *Program Evaluation, *Program Planning, Role Theory, *Teacher Education Curriculum, *Teacher Programs

This training package of evaluative indices for process curriculum materials and educational programs is composed of ten handouts: (1) a set of materials designed for use by teachers, curriculum coordinators, school administrators, college professors, or educational consultants, intended to teach basic concepts about process education and demonstrate how the basic objectives of any curriculum innovation may be translated into a set of indices useful for operationalizing and evaluating the program; (2) a discussion of (a) assumptions, justifications, and definitions for process education, (b) opposed value positions underlying process and conventional educational practice, (c) the relationship between basic value positions and operational classroom role descriptions, and (d) translating role descriptions into appropriate and inappropriate behavioral indices for teachers and pupils; (3) presentation of pupil and teacher role indices, each related to one or more of the basic value positions for process education and the derivative role expectations used to assess the degree to which the teacher and pupils in a given classroom are exhibiting behavior consistent with the goals of process education; (4) an experience in creating evaluative indices; (5) presentation of a curriculum in social interaction, self-perception skills, and creative thinking and feeling skills; (6) an actual problem concerning an introductory teacher education program presented as a case study with questions and a set of solutions; (7) another case study problem; (8) a case study in goals, rationales, and procedures; (9) a case study in operationalizing plans and objectives intended as a further illustration of how the general principles outlined in the first portion of the training package can be applied to teacher education program development; and (10) concluding remarks. (MM)

ED 128 320 95 SP 010 392

Mahan, James M.

Avoiding Curricular and Organizational White Elephants in Public Schools and On Campus. Teacher Education Forum; Volume 3, Number 1.

Indiana Univ., Bloomington. Div. of Teacher Education.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date Nov 74

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Note—15p.; For related documents, see ED 097 306, ED 108 871, ED 109 654, and SP 010 391-405

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Change Agents, *Change Strategies, *Curriculum Development, *Educational Innovation, Professional Personnel, Program Development, *Program Evaluation, Systems Analysis, Teamwork

Identifiers—Association for Supervision and Curriculum Development

A pre-planned team approach to educational change is described to maximize the chances that education majors and public school students will fully receive the types of improved learning experiences new curricula and organizational innovations promote. Public school and college change agents participating in an action lab sponsored by the Association for Supervision and Curriculum Development listed 16 impediments to exemplary curricular and organizational change, ranging from the lack of knowledge of how to use and evaluate innovative programs to reluctance to relinquish leadership or influence in an old program to a colleague who will champion the new program. No single person, department, school, or agency can hope to effectively manage all of the components of a major educational innovation. Educational specialists, teachers, principals, student teachers, area supervisors, university and state education department personnel must all work in pre-planned ways recognizing their unique contributions in the process of innovation. Roughly, there are five phases meriting attention in an installation plan: (1) identifying local educational needs and searching for several solutions; (2) deciding on the best solution and how to implement it; (3) gaining wider acceptance of the solution and preparing for use; (4) supporting, monitoring, and maintaining effective, continuous use of the solution; and (5) development of a continuous means of evaluation. (DMT)

ED 128 321 95 SP 010 393

Ban, John And Others

Undergraduate Secondary Education Report. Teacher Education Forum; Volume 3, Number 2.

Indiana Univ., Bloomington. Div. of Teacher Education.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

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Note—26p.; For related documents, see ED 097 306, ED 108 871, ED 109 654, and SP 010 391-405

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Behavioral Objectives, *Effective Teaching, Methods Courses, Performance Based Teacher Education, Program Improvement, Role Theory, *Secondary School Teachers, Teacher Behavior, Teacher Education, *Teacher Education Curriculum, *Teacher Role, *Teaching Methods

Identifiers—Indiana University Northwest

This report represents efforts by the secondary education team at Indiana University Northwest to reorganize its secondary teacher education program. The new program evolved from the professional roles that the team envisioned for its graduates and the behavioral competencies needed to fulfill these roles. A model was designed to characterize the eight primary roles performed by an effective secondary education teacher. In the reorganized program, the secondary teacher is viewed as: (1) an instructional programmer; (2) a manager; (3) a diagnostician; (4) a decision-maker; (5) an expert on human relations; (6) an evaluator; (7) an exemplar; and (8) a professional. The new program is devoted to the acquisition of teaching skills that can be viewed as the "know how to" objectives of teaching, focusing on practice rather than theory. Teaching skills are identified and explained either as instructional skills or managerial skills. General understandings of education necessary for effective teaching are identified covering eleven broad areas: philosophy, history, sources of information; organization; legal aspects; administration; secondary school teacher function and role; secondary school student characteristics; secondary school curriculum and extracurriculum; role and function of guidance; and accrediting agencies and their impact. Specific understandings restated general understandings and listed specific areas of

study with performance objectives. Other areas covered in the reorganized program included: attitudes; content vs. courses; use of faculty resources; field experiences; program evaluation; and professional experience. (MM)

ED 128 322 95 SP 010 394

Calvin, Richmond E.

Preservice and Inservice Education: A Case for Teacher Aides. Teacher Education Forum; Volume 3, Number 3.

Indiana Univ., Bloomington. Div. of Teacher Education.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

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Note—12p.; For related documents, see ED 097 306, ED 108 871, ED 109 654, and SP 010 391-405

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Inservice Teacher Education, *Interprofessional Relationship, *Paraprofessional School Personnel, *Preservice Education, *Principals, *Role Perception, *Teacher Aides, Teachers, Teamwork

The continued existence and value of teacher aides in school districts throughout America is dependent on the successful manipulation of a number of variables. These are quite divergent and vary from school district to school district and often within individual schools. The successful operation of each teacher aide program depends on the development, implementation, and utilization of an adequate preservice and inservice educational program. Each training aspect of preservice and inservice training programs should be based upon the needs of aides, teachers, and administrators. To solicit information pertaining to the problems and issues confronting teacher aides, 50 aides in a paraprofessional training program (Career Opportunity Program) at Indiana University at South Bend were contacted and asked to identify their most pressing concerns. They indicated that they desired clarification of their roles and duties, additional training, and they indicated a need for the development and implementation of an adequate preservice and inservice educational program. The development of preservice and inservice training programs for teacher aides is valuable in that interaction and cooperative efforts on the part of each aide, teacher, and administrator can be strengthened. A typical program should provide opportunities for each of these groups to work as a team in facilitating learning for all students. (DMT)

ED 128 323 95 SP 010 395

Dodd, Carol Ann

An Evaluation Model Applied to a Mathematics-Methods Program Involving Three Characteristics of Teaching Style and Their Relationship to Pupil Achievement. Teacher Education Forum; Volume 3, Number 4.

Indiana Univ., Bloomington. Div. of Teacher Education.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

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Note—15p.; For related documents, see ED 097 306, ED 108 871, ED 109 654, and SP 010 391-405

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, Educational Research, Education Majors, Elementary Education, *Mathematics Instruction, Measurement Instruments, *Measurement Techniques, *Performance Based Teacher Education, Performance Criteria, *Program Evaluation, Research Design, Student Development, Teacher Education, *Teaching Styles

This study explores a technique for evaluating teacher education programs in terms of teaching competencies, as applied to the Indiana University Mathematics Methods Program (MMP). The evaluation procedures formulated for the study include a process product design in combination with a modification of Pophan's performance test paradigm and Gage's adaptation of the microteaching concept. Ten preservice elementary education majors were randomly selected from the MMP and from the Mathematics Education Component of two alternative programs of teacher education (Contrast I and Contrast II) at Indiana University. Each preservice teacher (PST) was placed in a videotaped miniteaching

situation where pupil learning was the criterion of effectiveness. Three teaching variables—Clarity, Questioning, and Involvement—were analyzed, and PST mathematics knowledge relative to the teaching topic was assessed. The model yielded consistent and useful information in a short time span and in a relatively objective manner. The three dimensions of teaching style correlate highly with pupil achievement and MMP trainees achieved higher mean performance scores than other PSTs on teaching style and pupil achievement variables. Finally, pupils taught by MMP and Contrast II trainees achieved higher adjusted scores than those taught by the Contrast I group, which had no field experience in conjunction with their program of training. (DMT)

ED 128 324 95 SP 010 396

Harste, Jerome C.

An Overview of Inquiry in Teacher Training at Indiana University-Bloomington. Teacher Education Forum; Volume 3, Number 5.

Indiana Univ., Bloomington. Div. of Teacher Education.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

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Note—28p.; For related documents, see ED 097 306, ED 108 871, ED 109 654, and SP 010 391-405

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Educational Research, *Methods Research, *Program Evaluation, *Research Methodology, Research Reviews (Publications), *Teacher Education, Teacher Education Curriculum

Identifiers—Indiana University Bloomington

This paper develops and presents a scheme to facilitate the organization of inquiries in teacher training, and it reviews current research conducted by the faculty at Indiana University, Bloomington, in the area of teacher preparation. The paper is organized into two major sections: (1) "A Scheme for Organizing Information Within Teacher Training" and (2) "A Review of Recent Inquiries in Teacher Training at Indiana University with Implications for Further Study." Selected criteria for organizing the collection of information in teacher training are given: (1) the necessity of documenting the characteristics of the participants in any educational venture; (2) the importance of specifying the settings in which training takes place; (3) the requirement of noting all relevant parameters with regard to the objectives, materials, and procedures that define the educational treatment employed; (4) the indispensability of obtaining performance data that summarize the product; and (5) the inescapable responsibility of making a judgment about the merit of the educational instrument in terms either of relative or of absolute, or both, standards of excellence. Inquiries in teacher training conducted at Indiana University attempt to identify, describe, or study the major variables of instruction. They are of three general types: inquiries attempting to identify dimensions of a major variable, e.g., instructional personnel; those attempting to look at a relationship between major variables; and those attempting to look at the relationship between training variables and training outcomes. The intent of these types of inquiries in teacher training are seen as an effort to optimize training outcomes. (DMT)

ED 128 325 95 SP 010 397

Barr, Robert D.

An Alternative School Teacher Education Program. Teacher Education Forum; Volume 3, Number 7.

Indiana Univ., Bloomington. Div. of Teacher Education.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

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Note—9p.; For related documents, see ED 097 306, ED 108 871, ED 109 654, and SP 010 391-405

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Alternative Schools, Cooperative Planning, Educational Alternatives, Internship Programs, Masters Degrees, *Program Design, Public Schools, *Special Degree Programs, *Teacher Education, Teacher Role

The Alternative School Teacher Education Program, cooperatively developed by participat-

ing public schools and Indiana University, is a field-based masters degree program designed for completion in one calendar year. Students spend two summers on campus pursuing graduate course work. During the academic year between these summers, students earn internship and independent study credit while working in an alternative public school. The sequence of course work is organized into four phases: Personal Exploration; Surveying Alternative Schools; Teaching Internship; and Students Teaching Students. The program has two clusters of objectives: one deals with the training of teachers, while the other focuses on public school renewal. By the time the program is completed, teachers must demonstrate their ability to: (1) provide a comprehensive personal analysis of their abilities and conceptualize their goals as educators; (2) develop and complete an individual program of self-development designed to move them toward their goals; (3) develop a comprehensive rationale for alternative education and be able to describe and critique the types of alternatives presently in operation; (4) successfully complete the process of obtaining a field internship; (5) complete an internship in an alternative school; (6) create and implement a new educational component for the school district in which they are interning; (7) participate in the professional development of future interns; and (8) obtain a position in public education. The objectives for school renewal vary among school districts but include the conceptualization, development, and implementation of entirely new schools, courses, and programs. (DMT)

ED 128 326 95 SP 010 398

Mahan, James M.

Qualitative Indices for Selected Educational Innovations. Teacher Education Forum; Volume 3, Number 8.

Indiana Univ., Bloomington. Div. of Teacher Education.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

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EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavior Rating Scales, Cultural Pluralism, *Educational Innovation, Elementary School Curriculum, *Elementary Schools, Evaluation Criteria, Individualized Instruction, Open Plan Schools, *Student Behavior, *Teacher Behavior, Team Teaching

Presented in this paper is a selection of qualitative indices for four educational innovations (cultural pluralism, individualized instruction, open classroom, and team teaching) prepared by participants of a continuing action lab of the Association for Supervision and Curriculum Development. Participants estimated that over 65 percent of the curricular and organizational innovations in elementary schools today are falling short of their educational potential. They realized that innovation involves not only instructional materials, equipment, time redistribution, and structure reorganization, but that it involves changes in the behaviors of teachers and pupils. Participants were asked to consider specific teacher and pupil behaviors that should accompany particular innovations and to prepare priority indices for teacher and pupil observable behaviors. These indices were to represent only behaviors that would merit inclusion on a checklist for evaluating the actual classroom success of innovations. The indices were consolidated and converted into a scale conducive to rapid, brief responses that could be used in an informal, self-evaluative manner. For each innovation, indices are provided for teacher and pupil observable behaviors relative to an evaluative rating continuum from one to five (from many observations of desirable indices to many observations of less desirable indices). A brief synthesis of the thinking of the action lab members is offered by way of eight recommendations for change for the consideration of school faculties, curriculum and organization supervisors, teacher educators, and consultants. (MM)

ED 128 327 95 SP 010 399

Mueller, Daniel J.

Mastery Learning: Partly Boon, Partly Boondoggle. Teacher Education Forum; Volume 3, Number 11.

Indiana Univ., Bloomington. Div. of Teacher Education.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

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Note—15p.; For related documents, see ED 097 306, ED 108 871, ED 109 654, and SP 010 391-405

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Basic Skills, Cognitive Objectives, Cognitive Processes, Formative Evaluation, Grades (Scholastic), *Individualized Instruction, Inductive Methods, *Learning Theories, *Programed Instruction, Remedial Instruction, *Student Motivation, Summative Evaluation, *Teaching Methods

Identifiers—*Mastery Instruction

Educational institutions have at least two major functions: education and certification of competency. This paper examines the educational strengths and limitations of the mastery learning instruction model with respect to fulfilling these functions. The components of the mastery model are contrasted with components of other instructional models, and their relative advantages and disadvantages discussed in the nine sections of the paper. Components of the mastery model are identified as: (1) formal specification of a comprehensive set of cognitive objectives; (2) instruction; (3) frequent formative diagnostic evaluation; (4) corrective or remedial instruction measures to remedy learning deficiencies identified in formative evaluation; and (5) criterion referenced summative evaluation. The advantage of mastery instruction is primarily its effectiveness for teaching basic skills and knowledge to slow learners and students who have not learned how to learn. Consequently, its optimal usefulness is in the elementary grades, especially primary grades. The model reduces competition among students and reduces student failure and frustration. It is also effective with disadvantaged students and slow learners at all educational levels. The model does not do well when implemented in traditionally organized schools with time-fixed instructional units. It does not maximize learning for all students. However, the inclusion of an idea of mastery speed along with mastery certification would make mastery grades useful for educational and vocational decision-making. (DMT)

ED 128 328 95 SP 010 400

Groff, Patrick

Can Behaviorism Save Teacher Education? Teacher Education Forum; Volume 3, Number 12.

Indiana Univ., Bloomington. Div. of Teacher Education.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date May 75

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Note—15p.; For related documents, see ED 097 306, ED 108 871, ED 109 654, and SP 010 391-405

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavioral Objectives, Curriculum Development, *Educational Methods, *Educational Theories, *Performance Based Teacher Education, *Program Evaluation, *Teacher Education

Competency Based Teacher Education (CBTE) proposes changes in the traditional teacher education system, which include establishing behavioral objectives for student teachers and modifying basic teaching tools that all students must learn to master. CBTE also proposes that teachers colleges be conducted without failure. Critics of CBTE question the effectiveness of behavioral objectives as opposed to the traditional goals of teacher education. They point out that research has not yet identified those explicit, overt teaching behaviors CBTE claims necessary. Another concern of critics of CBTE is the apparent lack of consistency among individual advocates and disagreements over principles. Despite the widespread acceptance of the theories of CBTE, there are still those who maintain that solving the problems of teacher education is not through the learning of behavioral objectives. Their advice for reform of teacher education rests on an avoidance of the spurious claims of CBTE and a categorical denial of its questionable assumptions. Teacher education can be reformed only if entrance requirements to teacher education are stiffened—not abolished, if basic theory

courses are infused with academic substance, and if methods courses remain in the curriculum. The establishment of these kinds of standards may move teacher education out of its academic morass. (DMT)

ED 128 329 95 SP 010 401

Ruchkin, Judith P.

Empirical Inquiry Into Teacher Centers. Teacher Education Forum; Volume 3, Number 13.

Indiana Univ., Bloomington. Div. of Teacher Education.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

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Note—19p.; For related documents, see ED 097 306, ED 108 871, ED 109 654, and SP 010 391-405

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Secondary Education, *Inservice Teacher Education, *Preservice Education, *Program Evaluation, Resource Centers, Student Teaching, *Teacher Centers

This report represents a summary of a larger, on-going investigation in teacher education committed to providing a detailed description of the differences found in teacher center and non-center programs. Part one describes the design, and then summarizes the findings, of the initial phase of the center study by providing the answers to the six specific questions investigated. Part two includes possibilities and recommendations for subsequent phases of the study. Part three is speculative and questions the adequacy of current models serving as bases for teacher information from eleven separate audiences: early preservice students, cooperating teachers, student teachers, university supervisors, and principals of schools—both in and outside of centers—and center coordinators. The professional induction experience is reflected through a variety of specific training options, supervisory behaviors, and levels of concerns. The analysis of the data consists of comparisons between center and non-center settings, elementary and secondary levels, and between school systems and individual center locations. The basic question underlying the study is whether there are observable differences between centers and noncenters and, if so, what are the distinguishing features. For early preservice students, student teachers, and inservice personnel there appear to be a greater number and variety of exposures to training practices and instructional experiences in centers than in noncenters. (DMT)

ED 128 330 95 SP 010 402

Harty, Harold

Pre-Service Teacher's Eye View of Pre-Student Teaching Community-Based Experiences in Poor Minority Settings; Teacher Education Forum; Volume 3, Number 14.

Indiana Univ., Bloomington. Div. of Teacher Education.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

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Note—42p.; For related documents, see ED 097 306, ED 108 871, ED 109 654, and SP 010 391-405

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Cross Cultural Training, Cultural Awareness, Cultural Context, Cultural Differences, Cultural Education, Depressed Areas (Geographic), *Economically Disadvantaged, Educational Problems, *Field Experience Programs, *Minority Group Children, *Preservice Education, Program Development, Program Evaluation, School Community Programs, Teacher Education, *Teaching Experience

Preservice teachers' evaluations of community-based experiences in poor minority settings are the central concern of this report. The preservice teachers were subjects in an experimental program developed as a model for the preparation of teachers to work in a multicultural society with children who have been least effectively served by society. Field sites included inner city and desegregated suburban schools, bilingual schools, and Indian reservations. The evaluations cover the following 13 areas: (1) awareness of unique social and economic problems that the least-served encounter; (2) understanding of the life styles of those in the midst of poverty; (3) awareness of positive attributes significant to society

found among poor minority groups; (4) competencies developed for alleviating some of the educational and social problems; (5) strategies to aid society to respect, understand, and appreciate the cultural heritage of minority groups; (6) understanding the impact of poverty on children's developmental tasks and learning styles; (7) cognizance of cultural patterns in the child's environment that often conflict with school expectations; (8) sensitivity to ways in which minority groups react to social conflict; (9) strategies that might be used to bridge the gap between the culture of home and school; (10) strategies for building a positive self-concept among minority group children; (11) awareness of community political structures that enhance or deny the poor access to the larger society; (12) acquisition of skills to help minority children develop competencies needed to cope with society external to the school; and (13) self-awareness of the influence a teacher might have on individuals from a different culture. (MM)

ED 128 331 95 SP 010 403

Marks, Sue Gregory, Thomas B.

Selected Characteristics of Preservice Teachers as Learners. Teacher Education Forum; Volume 3, Number 15.

Indiana Univ., Bloomington. Div. of Teacher Education.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

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Note—18p.; For related documents, see ED 097 306, ED 108 871, ED 109 654, and SP 010 391-405

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Demography, *Education Majors, *Homogeneous Grouping, Needs Assessment, *Predictor Variables, Preservice Education, *Student Attitudes, *Student Characteristics, *Teacher Education, Teacher Role

Twelve learner characteristics and 26 demographic characteristics of entering preservice teachers were investigated to determine if the presumption of homogeneity was valid in relation to selected learner characteristics and to discover which, if any, demographic characteristics could serve as predictors of learner characteristics. The study also laid the groundwork for a series of trait-treatment studies. During the fall of 1974, 400 Indiana University students, randomly selected from a total of 700 registering for an education course, were asked to complete a questionnaire packet including four instruments: (1) a survey of background information; (2) a measure of interpersonal needs; (3) a measure of attitude toward open and traditional education; and (4) a measure of perception of the role of the teacher. The findings suggest that while entering preservice teachers exhibit variance in the learner characteristics of interpersonal need, attitude towards open and traditional education, and perception of teacher role, this variance is not related to the background characteristics surveyed. Background characteristics, therefore, are poor predictors of the learner characteristics of entering preservice teachers. While there are some apparent exceptions, the considerable variance found in the learner characteristics suggests that the presumption of homogeneity implied in current teacher education practices is largely unfounded. This variance suggests that uniform modes of teacher education need to be seriously reexamined and, specifically, that teacher education would profit from individualized practices. (MM)

ED 128 332 95 SP 010 404

Harty, Harold

Instrumentation Focusing on Formative Evaluation Aspects of an Inservice Teacher Preparation Model. Teacher Education Forum; Volume 3, Number 17.

Indiana Univ., Bloomington. Div. of Teacher Education.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

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Note—29p.; For related documents, see ED 097 306, ED 108 871, ED 109 654, and SP 010 391-405

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Data Collection, *Evaluation Methods, *Formative Evaluation, *Inservice

Teacher Education, Instrumentation, Interaction, Interpersonal Relationship, Measurement Techniques, *Questionnaires, *Science Teachers, *Secondary Education, Summer Workshops

A packet of ten evaluation instruments was developed that emphasizes decision-oriented evaluation of inservice teacher preparation programs in secondary school science. It is hoped that these instruments are generalizable enough to be shared, modified, used, and/or validated by participants in workshops similar to the one in which these instruments were developed. The inservice program for which the packet was developed is closely akin to programs typically funded by federal, state, and private agencies. Many times these agencies receive highly desirable training proposals that lack a solid evaluation plan: this packet is offered as a basis for an evaluation plan. The ten instruments measure skills necessary for systematic observations and utilization of data collection procedures and skills in process relationships. Each of the ten instruments is presented along with a brief description of the rationale for its inclusion in the packet. The instruments are: (1) Perceptions of Self as a Teacher; (2) Workshop Guest Speaker Evaluation; (3) Affective-Oriented Perceptions of Workshop Activities; (4) Affective Dimensions of Group Functioning; (5) Evaluation of Workshop Objectives; (6) Open-Ended Evaluation of Workshop Activities; (7) Science Classroom Profile; (8) Classroom Observational Schedule; (9) Student Questionnaire; and (10) Preservice Teacher's Perceptions of Inservice Teacher's Supervisory Behavior. (MM)

ED 128 333 95 SP 010 405

Beckner, Weldon E. Medley, Gene W.

Systems for Program Change in Teacher Education. Teacher Education Forum; Volume 3, Number 18.

Indiana Univ., Bloomington. Div. of Teacher Education.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C. Pub Date Aug 75

Grant—OEG-0-72-0492(725)

Note—16p.; For related documents, see ED 097 306, ED 108 871, ED 109 654, and SP 010 391-404

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Principles, *Curriculum Planning, Field Experience Programs, Field Interviews, *Formative Evaluation, *Guidelines, *Performance Based Teacher Education, *Program Development, Program Evaluation, Questionnaires

Current trends in teacher education are characterized by programs designed to emphasize approaches to learning which are competency based, field centered, and individualized. Presently few colleges and universities have progressed very far in the development and implementation of these innovative teacher education programs. This study presents some guidelines for program innovation systems based on the experiences of those currently involved in program change. To identify institutions currently involved with innovative programs a search was conducted through recent publications. Twenty-three colleges and universities were identified as being involved, to some extent, in programs related to competency-based teacher education. A questionnaire was constructed, containing 39 items, to yield information concerning program implementation. Personal visits and interviews were made by the principal investigator. Questionnaire responses provided information in four areas of planning and program development: (1) personnel; (2) program; (3) evaluation; and (4) major problems. In addition to this information, interviews with the administrative and faculty personnel and with officials of the Texas Education Agency identified several areas of general agreement concerning competency-based teacher education. These are summarized in terms of organizational structure, change strategy, and problems commonly encountered. The paper includes the research instrument and selected references. (DMT)

ED 128 334 SP 010 406

Penman, Kenneth A. Planning Physical Education and Athletic Facilities in Schools.

Pub Date 77

Note—443p.

Available from—John Wiley and Sons, 605 Third Avenue, New York, New York 10016 (No price quoted)

Document Not Available from EDRS.

Descriptors—Athletic Equipment, Athletics, Building Design, Encapsulated Facilities, *Facility Planning, Physical Education, *Physical Education Facilities, Playgrounds, *School Design

This book is primarily designed for a course in planning physical education and athletic facilities and as a supplementary textbook for administration courses. It illustrates the skills necessary for designing and planning facilities, stresses the need for effective communication between planners and users, and covers elementary through college facilities with emphasis on public schools. In addition to considering specific indoor and outdoor areas, discussed are: aesthetics; acoustics; developing educational specifications; reading blueprints; encapsulating structures; synthetic playing surfaces; procedures for evaluating facilities; use of plastics in facilities and equipment; and clear, easy to read court diagrams. Appendixes contain a list of selected journals containing articles on physical education and athletic facilities and associations related to school construction. (DMT)

ED 128 335 SP 010 407

Kennedy, John J. Bush, Andrew J.

Overcoming Some Impediments to the Study of Teacher Effectiveness.

Note—14p.; Paper presented at the National Invitational Conference on Research on Teacher Effects: An Examination by Policy Makers and Researchers (Austin, Texas, November 3-5, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, Classroom Research, *Educational Research, *Effective Teaching, Learning Processes, Measurement Techniques, Performance Specifications, Predictive Validity, Research Methodology, *Research Problems, Statistical Analysis, Student Behavior, Student Characteristics, Student Improvement, Student Teacher Relationship, *Teacher Influence

The study of teacher effectiveness is confronted by a number of problems that are generally associated with the conduct of behavioral research. It is possible in some instances to resolve or circumvent some of the current methodological stumbling blocks that tend to reduce the credibility of research findings. This paper discusses three methodological problems: (1) the importance of the teacher relative to his ability to affect student growth; (2) the attempts to operationalize constructs that appear to be related to student outcomes; and (3) the statistical problems associated with measuring student growth. Several alternative solutions to these problem areas are presented. (JMF)

ED 128 336 95 SP 010 408

Peck, Robert F.

How Do Teachers and Students Interact to Create the Outcomes of Education?

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 75

Contract—NE-C-00-3-0066

Note—26p.; Paper presented at the National Invitational Conference on Research on Teacher Effects: An Examination by Policy Makers and Researchers (Austin, Texas, November 3-5, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Academic Achievement, *Affective Behavior, *Cognitive Development, Cognitive Measurement, Cultural Differences, Cultural Factors, Educational Research, *Effective Teaching, Emotional Adjustment, *Individual Differences, Learning Processes, Middle Class, Research Design, *Socioeconomic Status, Student Behavior, Student Characteristics, *Student Teacher Relationship, Teacher Behavior, Teacher Characteristics, Teacher Education

Eight propositions regarding the interaction of teachers and students to create educational outcomes are presented and discussed: 1. It is necessary to look at both cognitive and affective outcomes whenever we want to evaluate the effectiveness of teachers, or an educational program. 2. There is a need for more research on the reciprocal interactions that constitute the learning

process, e.g., the ways in which student behavior and teacher behavior affect each other. 3. There are important differences in the dynamics of the learning process among students from different cultures and no single teaching style works equally well with all of them. 4. Differential educational strategies must be designed that will somewhat equalize the educational outcomes between middle class children and the lower socioeconomic level children. 5. The emotional adjustment of students often has a powerful facilitating or deterrent effect on their mastery of cognitive skills. 6. To study each of these problems requires a research design that looks at the interacting effects of teacher and student characteristics on multiple educational outcomes. 7. The most effective learning systems deal with each student's individual learning needs. 8. The major task of the future is the implementation of these educational strategies. (JMF)

ED 128 337 95 SP 010 409

Ward, Beatrice A. Tikunoff, William J.

Application of Research to Teaching. Teacher Education Division Publication Series. Report A75-2.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [75]

Contract—NE-C-00-3-0108

Note—60p.; Some tables may reproduce poorly.

Available from—Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103 (No price quoted)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Academic Achievement, Classroom Research, *Educational Research, *Effective Teaching, *Learning Processes, Questioning Techniques, Relevance (Education), *Research Utilization, *Student Attitudes, Teacher Characteristics, Teacher Education, Teacher Educators, Teacher Influence

Identifiers—*Effective Teacher Education Program

Researchers have become concerned with the need to make research relevant to the interests and concerns of practitioners, and to facilitate the application of new knowledge about teaching and learning to the ongoing teaching-learning process of the classroom. This paper presents examples of the ways in which research findings from two ETEP (Effective Teacher Education Program) studies and two data collection procedures taken from these studies may be applied to teaching and to the training of teachers. The two ETEP studies concern the effects of teacher use of probing and redirection and teacher use of higher cognitive questions on student achievement and attitudes. The four approaches to application of the research are: (1) application through development of teacher training programs and materials; (2) application through use of new knowledge by teachers to modify how they structure the teaching/learning situation and how they interact with students; (3) application through use of data collection procedures as instructional vehicles and as self-development tools; and (4) application through teachers serving as researchers who validate and evaluate findings as they are applied in the classroom. A consideration of a new approach to research and development in teaching, which will increase the likelihood that research on teaching will be applied in the classroom in order to improve educational opportunities, is presented. (JMF)

ED 128 338 95 SP 010 410

Hall, Gene E.

The Effects of "Change" on Teachers and Professors—Theory, Research, and Implications for Decision-Makers.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 75

Note—37p.; Paper presented at the National Invitational Conference on Research on Teacher Effects: An Examination by Policy-Makers and Researchers (Austin, Texas, November 3-5, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Adoption (Ideas), *Change Agents, Cognitive Processes, Decision Making, *Educational Change, *Educational Innovation, Educational Research, Program Development

Identifiers—*Concerns Based Adoption Model

The primary focus of the Concerns Based Adoption Model (CBAM) is the individual teacher and professor involved in exploring, selecting, and implementing educational innovations. The conceptual basis of CBAM proposes developmental steps of growth in feelings and skills that are experienced by individuals as they adopt innovations. The CBAM also suggests a process that managers of change can use to diagnose the developmental readiness of individuals during the adoption process. This particular research effort entails developing measures and conducting studies that will lead to initial empirical verification of the stages of concerns and levels of use dimensions. The research is focused around four key questions: (1) Are there differentiable stages of concern about an innovation? (2) Are there differentiable levels of use of innovation? (3) Are there concerns about and use of an innovation "developmental"? and (4) How are concerns about and use of an innovation related to each other? Using these questions as a basis, the project is involved in four work efforts: Measurement Development; Cross Sectional Studies; Longitudinal Studies; and Immediate Utility and Heuristic Studies. (DMT)

ED 128 339 SP 010 411

Berliner, David C.

The Beginning Teacher Evaluation Study: Overview and Selected Findings, 1974-1975.

Far West Lab. for Educational Research and Development, Berkeley, Calif.

Pub Date Nov 75

Note—29p.; Paper presented at the National Invitational Conference on Research on Teacher Effects: An Examination by Policy Makers and Researchers (Austin, Texas, November 3-5, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Educational Research, *Effective Teaching, Elementary Education, *Elementary School Teachers, *Ethnology, Mathematics, *Performance Criteria, Rating Scales, Reading, Teacher Education, *Teacher Evaluation, Teacher Improvement

Identifiers—California

The study presented here examines whether an ethnographic approach to the study of teaching yields new insight into the teaching-learning process. Two-hundred teachers, who differed in measured effectiveness, were recruited from thirteen school districts in the state of California. Each teacher taught two experimental teaching units (ETU's) of two-weeks duration. Each ETU included an introduction to the teacher, giving a rationale for the unit; performance objectives; pre- and post-examinations for students; and a variety of instructional materials and activities. After test data were collected, posttest scores were regressed on pretest scores for each grade level. Based on class pretest means, three strata were created: low, middle, and high-achieving classrooms within each subject area and grade level. Twelve observers were selected and trained. This included learning to read educational ethnographies, practicing in classrooms, and observing films of classrooms. The ethnographers were trained to provide both reading and mathematics protocols each day; give informal protocols based on observations during recess, talks with principals, and conversations with peers; and asked to give a summary protocol emphasizing important anthropological concepts useful for studying education. Six raters were brought together for two weeks to read a pair of protocols a day, describing a more effective and less effective classroom. They were asked to describe as many ways as possible that the two classrooms differed using any desired terminology. They generated 211 dimensions. This list was revised to 61 variables and used to do a more extensive study involving 20 raters using specially constructed rating forms. (DMT)

ED 128 340 95 SP 010 412

Stallings, Jane

A Study of Implementation in Seven Follow Through Educational Models and How Instructional Processes Relate to Child Outcomes.

Stanford Research Inst., Menlo Park, Calif. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 75

Note—35p.; Paper presented at the National Invitational Conference on Research on Teacher Effects: An Examination by Policy-Makers and

Researchers (Austin, Texas, November 3-5, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Disadvantaged Youth, Educational Innovation, Educational Research, Experimental Curriculum, Experimental Schools, *Experimental Teaching, *Instructional Programs, *Primary Education, *Program Development, *Program Evaluation, Teaching Methods

Identifiers—*Project Follow Through

The purpose of the Follow Through Classroom Observation Evaluation was to assess the implementation of seven Follow Through sponsor models included in the study and to examine the relationships between classroom instructional processes and child outcomes. The seven programs selected for study include two behavioristic models, an open school model based upon English Infant School Theory, and three other models based on particular combinations of theory and practice drawn from Piaget, Dewey, and the English Infant Schools. To study sponsor implementation, two questions were asked: (1) are the individual models consistently implemented in accordance with the sponsor pretested philosophies and objectives? and (2) do meaningful differences as planned exist among the individual sponsor models; that is, have the planned variations actually been achieved? Another question asked is central to the primary objectives of the follow through evaluation: How are children affected by the different approaches within these planned educational programs? Four first- and third-grade classrooms were observed in 36 towns and cities. The projects included in the sample represented all geographic regions, urban and rural areas, and several racial and ethnic groups. The SRI Classroom Observation Instrument was employed to gather data about classroom environment and processes. It consists of five sections: (1) Classroom Summary Information; (2) Physical Environment Information; (3) Classroom Checklist; (4) Preamble, and (5) Five Minute Observation. The study concludes that what occurs within a classroom does contribute to achievement in basic skills, good attendance, and desired child behaviors. (DMT)

ED 128 341 95 SP 010 414

Brophy, Jere E.

Reflections on Research in Elementary Schools.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 75

Contract—NIE-C-74-0089; OEC-6-10-108

Note—20p.; Paper presented at the National Invitational Conference on Research on Teacher Effects: An Examination by Policy Makers and Researchers (Austin, Texas, November 3-5, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, *Effective Teaching, *Elementary School Teachers, *Learning Processes, Perception, Socioeconomic Status, Student Attitudes, Student Behavior, Student Characteristics, *Student Teacher Relationship, *Teacher Attitudes, Teacher Characteristics, Teacher Evaluation, Teacher Improvement, Teacher Influence, Teacher Response, Teacher Role, Teaching Experience

Two primary lines of investigation are involved in this study of elementary school teacher effectiveness. The first focuses on individual differences in students and how these affect teacher expectations, attitudes, and behavior, and the process involved in the formation and change of expectations and attitudes. The overwhelming conclusion that the data supports is that the vast majority of teacher perceptions are accurate and based on student behavior. In those rare cases where persistently incorrect and dysfunctional perceptions are formed, the problem can be solved by building a data base to create understanding and awareness of how these problems develop. The second line of investigation focuses on the question of teacher effectiveness, particularly in producing student learning gains. The results of the analyses indicate that relative differences in teacher effectiveness were statistically significant and reaffirmed the feasibility of identifying highly consistent teachers and studying them to seek associations between classroom process variables and student outcomes. In study-

ing the correlates of teaching effectiveness, one basic finding was that, for many variables, teacher behavior optimal for producing student learning gains in low socioeconomic status (SES) schools was different from teacher behavior optimal for producing learning gains in high SES schools. (JMF)

ED 128 342 95 SP 010 415

Coker, Homer Coker, Joan G.

A Competency Based Certification System.

West Georgia Coll., Carrollton. School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Nov 75

Note—23p.; Paper presented at the National Invitational Conference on Research on Teacher Effects: An Examination by Policy Makers and Researchers (Austin, Texas, November 3-5, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, Educational Accountability, Educational Objectives, Educational Specifications, *Effective Teaching, Elementary Secondary Education, Learning Processes, *Measurement Techniques, *Performance Specifications, Predictive Validity, *Teacher Behavior, *Teacher Certification, *Teacher Evaluation, Validity

Identifiers—*Competency Based Certification System

The Carroll County Competency Based Teacher Certification (CBTC) Project is a cooperative effort of the Carroll County School System and the School of Education, West Georgia College, intended to develop a plan for identifying and measuring teacher competency areas and related teacher behaviors, and the extent to which these teacher behaviors affect student outcomes as well as the extent to which they relate to the school goals and objectives. Five observational instruments are employed in the study of 60 teachers from 15 schools, grades one through twelve, and three training programs for 43 observers. The report details the specification of what is to be measured; the development of procedures to be used in measuring it; tryout and validation of the procedures; and the repetition of these steps until a satisfactory validity is achieved. (JMF)

ED 128 343 95 SP 010 416

Berliner, David C.

Impediments to the Study of Teacher Effectiveness.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 75

Note—34p.; Paper presented at the National Invitational Conference on Research on Teacher Effects: An Examination by Policy Makers and Researchers (Austin, Texas, November 3-5, 1975)

Available from—Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103 (No price quoted)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Academic Achievement, Classroom Research, *Educational Accountability, *Effective Teaching, Instrumentation, Learning Processes, *Performance Based Teacher Education, Predictive Ability (Testing), Research, Research Methodology, Standardized Tests, Statistical Analysis, Student Characteristics, Teacher Behavior, Teacher Education, Teacher Educators, *Teacher Evaluation, *Teacher Influence

The heart of performance- and competency-based teacher education, evaluation, and accountability programs is the establishment of empirical relationships between teacher behavior as an independent variable and student achievement as a dependent variable. Before researchers can adequately establish those relationships they need to deal with the problems of instrumentation, methodology, and statistics. Workers in this area must come to grips with the inadequacy of standardized tests, the unknown predictive validity of tests from special teaching units, the problem of building multivariate outcome measures, the problems of measurement of appropriateness of teacher behavior, the lack of experience in choosing an appropriate unit of analysis for

describing teaching behavior, and the lack of stability of many teacher behaviors. Also discussed are the problems of how student background affects measures of teacher effectiveness, what subject matters should be examined, how normative standards and volunteer teachers affect what can be said about teachers and teaching, how individual students react to teaching skills, and how students monitor and interpret a teacher's behavior in ways that may or may not coincide with how educational theorists interpret the phenomena. (JMF)

ED 128 344 SP 010 418

Wilson, Garfield

Improving Teaching Effectiveness: Florida Essential Competency Studies.

Pub Date 76

Note—5p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Effective Teaching, *State Boards of Education, *State Standards, *Teacher Certification, *Teacher Education, Teacher Improvement, Teacher Qualifications, Teaching Skills

Identifiers—*Florida

The Florida Council on Teacher Education (COTE) planned and conducted statewide involvement studies to determine competencies that are essential and acceptable to the profession. This included systematic involvement procedures for gaining professional agreement on identification, assessment, implementation, and other development and research on teaching competencies. Florida COTE held an invitational involvement conference with approximately 200 representatives from statewide organizations of teachers, administrators, and lay persons to determine ways that twenty-three identified competencies might be included in state policy on preservice and inservice teacher education and certification. COTE drafted five recommendations to the Florida Commissioner of Education in January 1976 that would facilitate implementation. This first step lays the groundwork for professional organizations, teacher training institutions, and others to develop more effective training programs and assessment strategies for competencies already accepted by professional educators. (DMT)

ED 128 345 SP 010 419

Chambers, Thomas A.

Academic Instruction at Community Colleges: A Program for Teacher Preparation.

Pub Date 76

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Education, Community Colleges, Evaluation, Higher Education, *Junior Colleges, Junior College Students, *Liberal Arts Masters Degrees, Research Methodology, *Student Teaching, *Teacher Education, *Teacher Education Curriculum, Teachers

Teaching in a community college is unique because of the range of student goals, age levels, and backgrounds, which is greater than in most other institutions of higher education. Liberal arts instructors in the community colleges must be able to intelligently digest and rationally order the research of others, not conduct their own research projects. Reading, evaluating, and synthesizing research findings, as opposed to conducting one's own research, are unique skills. A program for preparing liberal arts instructors for two-year institutions must recognize the difference. This paper outlines a program for the preparation of teachers in academic fields at two-year colleges which should involve two years of full-time graduate study: one year to complete a master's degree in an academic field, and a second year for student teaching at a community college, graduate courses in education, and a systematic evaluation of research methods in the academic field. Some obstacles to the implementation of such a program and their solutions are also discussed. (JMF)

ED 128 346 95 SP 010 421

Koff, Robert H. And Others

Illinois Policy Project: Accreditation, Certification, and Continuing Education. Task Force Reports. Illinois State Office of Education, Springfield; Roosevelt Univ., Chicago, Ill. Coll. of Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—400-76-0018

Note—201p.

EDRS Price MF-\$0.83 HC-\$1.37 Plus Postage.

Descriptors—Academic Achievement, Academic Standards, Accountability, *Accreditation (Institutions), Administrative Policy, Administrator Education, Consumer Protection, Economics, Government Role, *Policy Formation, *Professional Continuing Education, Professional Education, Professional Personnel, Social Values, *State Standards, Teacher Behavior, *Teacher Certification, Teacher Education

Identifiers—Illinois

This report presents results of a policy study which examined and made recommendations concerning professional education certification, program approval, and continuing education for school-based personnel in Illinois, and voluntary professional education accreditation at the national level. The recommendations are the work of three task forces, which were organized according to charges to make recommendations on policy issues relating to (1) national professional education accreditation and state program approval; (2) certification of school based personnel; and (3) continuing education of certificated school personnel. The recommendations provide for modifications in state law and administrative policy. There are implications for changing policy and procedures concerning accreditation at the national level. An overview of the context and the policy issues reviewed is presented. Context areas include: federal, state, and local government authority; changing social values; the national economy and related factors; political influence; accountability and consumer protection; research issues and evaluation problems; and legal issues relating to tests of employment and professional licensing. Significant attention is directed to the problems associated with determining the nature of the relationship between teacher behavior and pupil learning achievement. (JMF)

ED 128 347 SP 010 422

McAleese, Ray

The Attitude-Knowledge Controversy. Working Paper Number 1.

Pub Date 76

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Affective Behavior, *Change Strategies, Educational Attitudes, *Educational Innovation, *Teacher Attitudes, *Teacher Education, Teacher Education Curriculum, *Teacher Educators, *Training Objectives

Among the debates current in training circles is the debate over whether teacher trainers should involve themselves in changing staff attitudes toward innovations or providing knowledge in relation to innovations. The four arguments related to this debate are discussed: 1. attitudes, then knowledge; 2. knowledge, then attitudes; 3. attitudes are unchangeable, therefore provide knowledge; and 4. there is no knowledge, therefore attitudes. A hierarchy of levels of attitude development reveals that there is an interactive relationship between knowledge and attitudes. Attitudes in the form of bipolar constructs can be changed only with hard knowledge. Credibility must be achieved for both the subject matter and the training style. Trainers must operate in an interactive mode with suitable knowledge being used to modify observed attitudes. (JMF)

ED 128 348 SP 010 424

The Great American Dream. Education for Work? A Summary of the 10th Annual Meeting of the Education Commission of the States.

Education Commission of the States, Denver, Colo.

Pub Date May 76

Note—50p.; Summary of proceedings of the annual meeting of the Education Commission of the States (10th, San Francisco, California, May 26-28, 1976)

Available from—The Education Commission of the States, 300 Lincoln Tower Bldg., 1860 Lincoln Street, Denver, Colorado 80203 (No price quoted)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Career Education, Continuous Learning, *Curriculum Development, Educational Administration, Educational Finance, *Educational Objectives, Educational Planning, Federal Aid, *General Education, *Govern-

ment Role, Liberal Arts, *Policy Formation, State Programs, Technical Education, Vocational Education

Identifiers—*Education Commission of the States

The 1976 meeting of the Education Commission of the States (ECS) concerned ways to relate education more effectively to the world of work. If states and localities decide to orient education increasingly toward career and occupational goals, changes will be necessary in governance and administration as well as curriculum and teaching approaches. Among topics discussed were: "Will federal aid put the states out of business?"; the role of ECS Commissioners at home; teacher evaluation; grant consolidation; collective bargaining; and declining enrollments. A number of special interest sessions were held on topics such as school desegregation; Title IX; school finance simulations; minimal competency; bilingual and bicultural education; and accreditation and institutional eligibility. The conference concluded with specific references to changes that the states and their local school districts can enact to bridge the gap between education and work. The report includes recommendations and implementation strategies for the key problems identified by meeting participants. (JMF)

ED 128 349 SP 010 425

Walker, David A.

The IEA Six Subject Survey: An Empirical Study of Education in Twenty-One Countries.

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).

Pub Date 76

Note—285p.

Available from—John Wiley and Sons, 605 Third Avenue, New York, New York 10016 (No price quoted)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *Comparative Analysis, Comparative Education, *Educational Assessment, Evaluation Methods, *Foreign Countries, Sex Differences, *Socioeconomic Influences, *Teaching Methods

The purpose of this book is to describe in non-technical language the objectives, methods and findings of the six subject study conducted by the International Association for the Evaluation of Educational Achievement during the years 1966-1973. The six subjects covered in the study were Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. Separate volumes giving fuller information on each have been published. The present volume contains a summary of the information provided in these separate reports. In addition to chapters discussing factors associated with the six subjects, the book addresses a chapter to the origin and purpose of the study, the first steps of the study, the independent variables in the study, and the method of analysis. The final chapters deal with some of the more important findings of the study and the interpretation of national contrasts in school achievement. (DMT)

ED 128 350 SP 010 426

Monaco, Theresa M. Chiappetta, Eugene L.

A Model Approach to Teacher Education.

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Classroom Design, *Demonstration Programs, *Field Experience Programs, *Individualized Instruction, Instructional Design, Models, *Simulated Environment, *Teacher Education, Teacher Educator Education

A "model approach" to teacher education specifies the development of a model of an idealized learning environment. One way to create a model as a real entity as opposed to a written document is to operationalize model classrooms that exemplify the type of instruction desired. The model described here goes hand in hand with the university-based and field-coordinated approach: model classrooms are developed on the university campus and in selected schools. This provides teacher education students with learning environments similar in instructional design. The model classrooms at the on-campus and off-campus sites have certain features in common. They are characterized by a physical organization, a personalized management system, and an instructional scheme, which all emphasize individualized instruction. (JMF)

ED 128 351 SP 010 428

Cryan, John R. And Others
Second Report of the Committee on Program Research and Evaluation.

Georgia Univ., Athens. Coll. of Education.

Pub Date Jul 76

Note—39p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, *Educational Research, *Education Majors, *Program Evaluation, *Schools of Education, *Student Attitudes, *Student Characteristics, Teacher Education

This report is concerned with investigation of the personal characteristics of students entering the teacher education program at the University of Georgia, Elementary Education Division. Information regarding undergraduate students admitted to the division's program in teacher preparation at the elementary, early childhood, and middle school levels was collected. Since admission is allowed at various points in the academic sequence, the entering groups during the fall, winter, and spring semesters 1974-75 included freshmen, sophomores, and juniors. A total of eight instruments were used to obtain data. This information included the students' former environment, experience, and performance; the students' intellectual aptitudes; the students' personality characteristics, values, beliefs, and attitudes; and, additionally, the students' reactions to certain educational concepts. The value of the data collected lies in its comparative uses and its use in follow-up studies planned by this research group. (DMT)

TM**ED 128 352** TM 005 129
Improving Student Attitudes and Skills for Taking Tests.

Maryland State Dept. of Education, Baltimore.; Montgomery County Public Schools, Rockville, Md.

Pub Date Nov 75

Note—245p.

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Achievement Tests, Elementary Secondary Education, Standardized Tests, *Student Attitudes, *Teaching Guides, *Test Wiseness

Identifiers—*Iowa Tests of Basic Skills

This publication contains six booklets useful to classroom teachers in helping students acquire test-taking skills. These materials are designed to familiarize students with the mechanics involved in taking tests, and teachers with skills which relate to the wider year-long scope of the curriculum. This should minimize format-related problems, improve student attitudes and skills for taking tests, and insure an accurate assessment of student achievement. (Author)

ED 128 353 TM 005 285

A Study on the Aptitude Structures of Freshmen in Seoul National University.

Korean Inst. for Research in the Behavioral Sciences, Seoul.

Spons. Agency—Agency for International Development (Dept. of State), Washington, D.C.; Ministry of Science and Technology, Seoul (South Korea).

Pub Date 70

Note—39p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Aptitude, *Aptitude Tests, Career Choice, *College Freshmen, College Placement, College Students, *Educational Guidance, Higher Education, Intelligence Tests, *Occupational Guidance, Statistical Analysis, Test Reliability, Test Validity

Identifiers—*Differential Aptitude Test, *South Korea (Seoul)

According to a survey report of the Student Guidance Center at the Seoul National University, approximately thirty percent of the freshmen expressed the desire to be transferred to other departments. It was further reported that more than forty percent of them list the unsuitability of their academic departments to their interests and aptitudes as the reason for their desire to transfer. The present investigation of the structure of aptitudes should provide basic information necessary for effective educational and vocational guidance for the students and for policy making

on the part of the university administration. This research purports to develop principles and strategies for the selection, placement, and guidance of freshmen. Specifically, the major purposes are, first, to examine the validity of aptitude tests for the selection of freshmen and second, to identify the relationships between the aptitude structures and the placement of freshmen. In addition, the study has the corollary purpose of determining the effectiveness of the Differential Aptitude Test. (Author/BW)

ED 128 354 TM 005 336

Alvir, Howard P.
Evaluation of Regional Workshops in Occupational Education: Evaluation Forms, Evaluation Plans, Evaluation Designs.

Note—31p.

Available from—Howard P. Alvir, 27 Norwood street, Albany, New York 12203 (on loan)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Evaluation Methods, *Formative Evaluation, *Health Occupations Education, *Inservice Teacher Education, Needs Assessment, Questionnaires, Statistical Analysis, *Teacher Workshops, Training Objectives

The objectives of these evaluations include assessment of six health occupations regional workshops and the field testing of new evaluation instruments. In addition to being evaluated by participants and by observers, each of these workshops used a preplanning assessment form to sample a small number of prospective participants for typical needs. Evaluation designs are presented here, along with an explanation of the responsibilities of the workshop director and of the external evaluator. (BW)

ED 128 355 TM 005 477

Newman, Dorothy C. Campbell, Patricia B.
Characteristics of Children in the Open Classroom.

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Check Lists, *Classroom Observation Techniques, Elementary Education, Elementary School Students, Failure Factors, *Open Education, *Performance Factors, *Prediction, Predictor Variables, Student Behavior, *Student Characteristics, Success Factors, Test Reliability, Test Validity

A two page checklist was developed to assist educators in predicting the success or failure of children in open classrooms. The checklist was based on the results of a survey of ninety-one open classroom teachers who were asked to list the characteristics of successful and unsuccessful children in open classrooms. Content validity was established by having a second group of classroom teachers determine the observability of selected classroom behaviors and having faculty members match observable behaviors to children's characteristics. Concurrent validity is being established by comparing observer results to teacher ratings. Observations in the first trial run showed that teacher and researcher checklist results disagreed on an average of only seven percent of the items per child; however, each researcher checked only those behaviors that were clearly observable during the observation period. Initial data analysis to establish interrater reliability showed observer agreement to be 85 percent. (Author/BW)

ED 128 356 TM 005 478

1975 Summer Skills Centers Evaluation Report.
 District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Pub Date Oct 75

Note—141p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Academic Achievement, Age Grade Placement, Art, Classroom Observation Techniques, Communication Skills, Data Collection, Educational Objectives, Elementary Secondary Education, Evaluation Methods, Grouping (Instructional Purposes), Individualized Instruction, Interdisciplinary Approach, Mathematics, Music, Nongraded System, Program Development, *Program Evaluation, Program Improvement, Question Answer Interviews, Reading, *Remedial Programs, *Skill Centers, Student Characteristics, *Summer Schools, Teacher Characteristics, Teacher Improvement, Teacher Role, Team Teaching

Identifiers—District of Columbia Public Schools

The 1975 Summer Skills Center program in the District of Columbia public schools consisted of elementary centers serving students in grades 3-8 and secondary centers serving students in grades 9-12. It called for instructional groupings containing students of several grade and age levels. Teachers were to be activity coordinators for individualized instructional programs designed to strengthen students' individual skills. Curriculum content was to emphasize communication and mathematics skills taught through four symbol systems: mathematics, music, art, and reading. To facilitate their functioning in a nongraded, multi-level, multiage setting and their use of a multidisciplinary approach, teachers in the summer program were to be provided with relevant staff development. An evaluation was carried out by the Division of Research and Evaluation in order to determine the extent to which the evaluation objectives were met and to provide information useful to future summer program planning. It included a Principal's Interview Guide, a Staff Survey Form, a Student Data Form, and an Attendance and Grade Form. A summary of the findings is reported. (BW)

ED 128 357 TM 005 479

Berson, Barry L.
Personnel Test Battery and Scoring Procedures.
 Memorandum No. L.S. 15.

Pub Date Feb 75

Contract—N00123-73-D-0543

Note—38p.; Pages 30-47 and pages 52-66 of the original document are copyrighted and therefore not available; They are not included in the pagination

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Achievement Tests, Biographical Inventories, Marine Technicians, Military Personnel, *Personality Tests, *Personnel Selection, *Predictive Ability (Testing), *Scoring, Trainers, *Vocational Interests

Identifiers—Biosystems General Information Test, Gordon Personal Inventory, Gordon Personal Profile, Kuder Occupational Preference Record Form D, Navy, Personnel History Questionnaire

The purpose of this memo is to present tests that comprise the test battery used to select Navy personnel to train marine mammals, and to describe the scoring procedures of the tests. The test battery consists of: Biosystems General Information Test (BGIT), Personnel History Questionnaire (PHQ), Gordon Personal Inventory, Gordon Personal Profile, and Kuder Occupational Preference Record Form D (Selected Keys). The tests were obtained from Blanchard's Biosystems Personnel test battery. Blanchard's Regression Equations are used to determine which people most closely resemble successful marine mammal trainers. (BW)

ED 128 358 TM 005 480

McKinley, Mark B. Lorion, James E.
Test Anxiety as a Differential Function of Answer Sheet Design.

Pub Date 14 Jun 75

Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Answer Sheets, *Anxiety, Feedback, Higher Education, Learning Theories, Scoring, Statistical Analysis, *Test Construction, *Testing

The purpose of this study was to determine if answer sheet design, particularly a self-scoring answer sheet, was a differential variable of test anxiety. Data for the study was gathered from the administration of pre and post anxiety tests, given in conjunction with an in class psychology exam. Students in the control group used conventional IBM answer sheets, while students in the experimental group were furnished with self-scoring answer sheets. The following hypotheses were tested: (1) For the group of students using the IBM answer sheets, the pre-and posttest anxiety scores significantly differ from one another. (2) For the group of students using the self-scoring answer sheets, the pre-and posttest anxiety scores significantly differ. (3) For both groups the post-test anxiety scores significantly differ from one another. (4) For the two groups, the mean performance scores on the psychology exam significantly differ from one another. The results indicated that none of the hypotheses were confirmed. Therefore, it was concluded that answer sheet design has no significant influence on test anxiety. (Author/BW)

ED 128 359 **TM 005 481**

Symes, Dal S.

A Description and an Analysis of Tests for the Bilingual Child.

New Mexico State Dept. of Education, Santa Fe. Bilingual Teacher Training Unit.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date 13 Nov 75

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bilingualism, Bilingual Students, Grammar, *Individual Tests, Intelligence Tests, Interference (Language Learning), Language Proficiency, Language Skills, *Language Tests, Listening Comprehension, Navaho, Oral Communication, Phonology, Spanish Speaking, Syntax, *Test Reviews, Test Selection

Identifiers—El Paso Public School Oral Language Dominance Test, English Phonemic Unit Production Test, Home Bilingual Usage Estimate, Language Dominance, Leiter International Performance Scale, Michigan Oral Language Productive Test, Navajo English Dominance Interview, Oral Placement Test for Adults, Skoczylas Bilingual Tests and Measures, Spanish English Language Dominance Test, Spanish Phonemic Unit Production Test

Because of the recent Lau vs. Nichols decision by the Supreme Court, school districts will be looking for various instruments to determine language functionality in bilingual students. Nine tests are reviewed: the Leiter International Performance Scale (LIPS), the Michigan Oral Language Productive Tests Structured Response, the Michigan Oral Language Productive Test, the El Paso Public School Oral Language Dominance Measure, the Bilingual Syntax Measure, three Functional Tests of Oral Proficiency, the Oral Placement Test for Adults, and the Skoczylas Bilingual Tests and Measures. Each is described briefly, and its strengths and weaknesses are listed. (BW)

ED 128 360 **TM 005 482**

Wood, Randy

A Use of the Q-Sort Technique in Educational Evaluation.

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Teachers, *Curriculum Evaluation, Evaluation, *Evaluation Methods, Graduate Students, Higher Education, Measurement Techniques, *Q Sort, Self Evaluation, Student Attitudes, Student Evaluation of Teacher Performance, *Teacher Evaluation, *Teaching Skills, Test Construction

The usual reason for using the Q-sort technique has been to acquire information about the subjects doing the sorting, but this paper concerns the construction of a Q-sort which deals with information about the items comprising the Q-sort; more specifically, the knowledge and ability competencies of teachers of graduate level courses. A list of competency items was compiled from the state requirements for certification, the course descriptions in the university catalog, the faculty involved, and a critical incident questionnaire completed by a sample of students. The items were placed on the backs of cards; students were asked to sort them as to relative importance; and teachers were asked to sort them using their own level of adequacy as the criterion. In this way, the level of adequacy for each competency for each teacher can be determined and compared with the results of the student data, identifying gaps between what the students feel is important for the faculty to be competent in and what the faculty feel they are actually competent in. (BW)

ED 128 361 **TM 005 483**

Cronbach, Lee J. And Others

Analysis of Covariance: Angel of Salvation, or Temptress and Deluder?

Stanford Univ., Calif. Stanford Evaluation Consortium.

Pub Date Feb 76

Note—47p.

Available from—Stanford Evaluation Consortium, School of Education, Stanford University, Stanford, California 94305 (\$1.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Analysis of Covariance, Error Patterns, Mathematical Models, Multiple Regression Analysis, Predictive Validity, *Research Design, Sampling, *Statistical Bias

The unbiased estimate of a "treatment effect" reached by analysis of covariance in a nonrandomized experiment would often require that a different covariate be used in each treatment. A sufficient but unlikely condition for an unbiased estimate is that the covariate for each treatment is (1) the complete covariate that predicts the outcome as fully as possible from initial characteristics of the case, or (2) the complete discriminant that fully represents differences between group means on the initial characteristics. When the covariate for a treatment is a weighted composite of (1) and (2), the adjusted outcome mean may have positive or negative bias, the bias being a nonlinear function of the weights. If (1) and (2) do not wholly account for the covariate, the adjustment to the outcome mean is reduced in absolute magnitude. A procedure is offered to correct for error of measurement when there are two or more fallible covariables. Specification errors as well as errors of measurement have an attenuating effect, however. Since the parameters of the specification errors are unknown, no correction procedures can be counted on to provide an unbiased estimate of the treatment effect. (Author/BW)

ED 128 362 **TM 005 484**

Frery, Robert B. Tideman, T. Nicolaus

Evaluation of Statistics for Detection of Cheating on Multiple-Choice Tests.

Pub Date [Apr 76]

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bayesian Statistics, *Cheating, Electronic Data Processing, *Multiple Choice Tests, *Probability, Response Style (Tests), *Statistical Analysis, Statistical Bias

The development of an index reflecting the probability that the observed correspondence between multiple choice test responses of two examinees was due to chance in the absence of copying was previously reported. The present paper reports the implementation of a statistic requiring less restrictive underlying assumptions but more computation time and a related Bayesian procedure designed to adjust the standard error estimates to counteract the effect of the presence of a substantial proportion of cheaters in a sample. The Bayesian adjustment did reduce the bias; however, the original index appears to be the most accurate and least expensive in terms of processing cost. With either method, results suggest that cheaters may be conclusively identified when they copy more than 50 percent of their answers from anyone answering less than 90 percent of test items correctly. (BW)

ED 128 363 **TM 005 485**

Educators Look at Reading Results; Summary of Findings and Preliminary Interpretation by the Richfield Reading Data Analysis Committee.

Richfield Public Schools, Minn.

Pub Date Mar 75

Note—39p.; For a related document, see TM 005 486

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, Academic Standards, Age Differences, *Educational Assessment, *Elementary Secondary Education, *Program Evaluation, Program Improvement, *Reading Programs, *Reading Skills, School District Autonomy, *School Districts, Sex Differences, Student Attitudes, Student Evaluation, Teacher Participation, Test Results

Identifiers—Minnesota (Richfield), *Richfield Educational Assessment Program

The Richfield Educational Assessment Program is a district-wide effort to collect specific information about the knowledge, skills, understandings, and attitudes of students in selected areas. The information collected will be used to help Richfield citizens and educators make decisions for program improvement. The program closely parallels both the National Assessment of Educational Progress and the Minnesota Educational Assessment Program, but it allows a local district to analyze the performance of its own students. Before the assessment, teachers set the standards for student performance; Richfield was the first district in the nation to set local standards, or expectation levels, for performance on items used in both the national and state assessments. The 1973-74 program evaluated 9-, 13-,

and 17-year-olds in four major categories of reading skills: word identification and word recognition; understanding of word meanings, word relationships and sentences; understanding of the relationships of ideas in paragraphs and longer passages; and applying basic reading skills for purposes of studying, gathering information and following directions. (BW)

ED 128 364 **TM 005 486**

Educators Look at Mathematics Results; Summary of Findings by the Richfield Mathematics Data Analysis Committee.

Richfield Public Schools, Minn.

Pub Date May 76

Note—77p.; For a related document, see TM 005 485

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Academic Achievement, Academic Standards, Age Differences, Cluster Analysis, Data Collection, *Educational Assessment, *Elementary Secondary Education, Mathematical Applications, Mathematical Concepts, Mathematical Vocabulary, *Mathematics, Problem Solving, *Program Evaluation, Program Improvement, School District Autonomy, *School Districts, Sex Differences, Socioeconomic Status, Statistical Analysis, Student Attitudes, Student Evaluation, Teacher Participation, Test Results

Identifiers—Minnesota (Richfield), *Richfield Educational Assessment Program

The Richfield Educational Assessment Program is a districtwide effort to collect specific information about the knowledge, skills, understandings, and attitudes of students in selected areas. The information collected will be used to help Richfield citizens and educators make decisions for program improvement. The program closely parallels the Minnesota Educational Assessment Program, but it allows a local district to analyze the performance of its own students. Before the assessment, teachers set the standards for student performance; Richfield was the first district in the nation to set local standards, or expectation levels, for performance on items used in both the national and state assessments. The 1974-75 program evaluated 9-, 13-, and 17-year-olds in five cognitive areas of mathematics skills: recall and recognition, performing mathematical manipulation, understanding mathematical concepts and processes, problem solving, and analyzing problem situations. (BW)

ED 128 365 **TM 005 487**

Delaney, Edward L., Jr.

The Relationships of Student Ratings of Instruction to Student, Instructor and Course Characteristics.

Pub Date [Apr 76]

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Students, College Teachers, Correlation, *Course Objectives, *Course Organization, *Higher Education, Multiple Regression Analysis, Predictor Variables, *Student Characteristics, *Student Evaluation of Teacher Performance, *Teacher Characteristics, Validity

Identifiers—*Student Instructional Report

Although there have been numerous studies of the reliability, validity, and uses of student ratings of instruction, relatively few efforts have focused on the association of the combination of various student, instructor, and course characteristics in relation to such ratings. The purpose of this paper is to examine the relationship between student demographic and academic characteristics, including expected course grade; faculty characteristics such as rank, teaching load, and experience; and student ratings of these teachers. Using the Student Instructional Report (SIR), data were collected from undergraduates in 3600 liberal arts and professional education courses toward the end of each of four semesters in six colleges of a large urban university. The findings seem to suggest that a student's expected grade in a course does account for the largest amount of variance in student ratings when compared with the other variables. However, even when combined, these variables were found to account for comparatively little variability in student ratings. (BW)

ED 128 366 95 TM 005 488

Silver, Evelyn Stern, Ed.

Declining Test Scores: A Conference Report.

Johnson (Lawrence) and Associates, Inc.,
Washington, D.C.Spons Agency—National Inst. of Education (D-
HEW), Washington, D.C.

Pub Date Feb 76

Contract—NIE-C-00-3-0060

Note—44p.; Proceedings from Conference on
Declining Test Scores (Washington, D.C., June
19-21, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, *College
Entrance Examinations, *Conference Reports,
Curriculum Development, *Low Achievement
Factors, Predictive Validity, Research Needs,
*Scores, Standardized Tests, Student Ability,
Student Attitudes, Test Interpretation, Test
Validity, *Trend AnalysisIdentifiers—American College Test, Scholastic
Aptitude Test, *Test Score Decline

In response to increasing evidence of score declines with no apparent agreement as to meaning or causes, the National Institute of Education (NIE) sponsored a Conference on Declining Test Scores in June of 1975. The objectives of the conference were to (1) clarify the evidence and estimate the extent of test score declines; (2) review evidence for the seriousness and meaningfulness of the problem and assess the value of research in this area; (3) explore areas of agreement and disagreement among experts as to possible causes of the declines; (4) formulate research guidelines for efficient and effective investigation into score trends and possible remedies; and (5) identify NIE's concern for and responsiveness to recent reports of score changes which could have important social implications. There did not appear to be consensus on the reasons for the decline even after the evidence for the various viewpoints had been presented and discussed. But there did appear to be consensus that further research could, at the very least, narrow the options and begin to assess the importance of the reported score changes. (Author/BW)

ED 128 367 TM 005 489

Jensen, Harold E. Valentine, Lonnie D., Jr.

Validation of ASVAB-2 Against Civilian Vocational-Technical High School Criteria.

Air Force Human Resources Lab., Lackland
AFB, Tex. Personnel Research Div.Spons Agency—Air Force Human Resources
Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-76-16

Pub Date Mar 76

Note—34p.; For related document, see ED 082
058

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, *Aptitude
Tests, Armed Forces, Grades (Scholastic),
High School Students, Military Personnel, Multiple
Regression Analysis, Predictive Ability
(Testing), *Secondary Education, Statistical
Data, *Technical Education, *Test Validity,
*Vocational Aptitude, *Vocational Education
Identifiers—Air Force, *Armed Services Vocational
Aptitude Battery, ASVAB 2

In early 1966, the military services were directed to explore the feasibility of creating an aptitude test battery which would stimulate interest in military service, provide counselor and student information on vocational aptitudes, provide the services with information on enlistment prospects, establish mental qualifications for enlistment and induction, identify enlistment applicants for particular occupational or training systems, and classify and assign personnel. A working group consisting of personnel test experts from all of the military services was set up to study the feasibility of such a test battery, and to develop a prototype. The Armed Services Vocational Aptitude Battery (ASVAB) was developed from this effort. The essential purpose of the present study was to develop information on the relationship between performance of high school students on the subtests and composites of the ASVAB, and their subsequent performance in civilian vocational curricula. Approximately 4300 high school students took the ASVAB in 1973-74, and the validity of each subtest was established through multiple regression analysis of the test scores and the corresponding students' grades. (BW)

ED 128 368 TM 005 490

Kohfeld, David L. Goedecke, Dennis W.

Why Does Background Noise Debilitate Simple Task Performance?

Spons Agency—Southern Illinois Univ., Edwardsville. Office of Research and Projects.

Pub Date [Nov 74]

Note—17p.; Paper presented at the Annual Meeting of the Psychonomic Society (15th, Boston, Massachusetts, November 21, 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Analysis of Variance, *Aural Stimuli, Comparative Analysis, *Environmental Influences, *Psychoacoustics, *Reaction Time, *Task Performance

An earlier study indicated that a subject's performance on simple mental tasks, such as tracing soluble and unsoluble geometric designs and proofreading, was not affected by background noise regardless of its intensity, unpredictability, or uncontrollability. But, since background noise did have a significant effect on postnoise task performance, it was concluded that the perception of having no control debilitated the quality of postnoise performance. Later studies indicated that the intensity of the noise can influence task performance, whether it is presented prior to or during the task. The main concern of this experiment was to determine whether cognitive factors would be more influential than the intensity variable in a reaction time experiment. It was found that at 105 decibel noise levels, intensity was the crucial variable, whereas at 70 decibel levels the predictability of the background noise was of primary importance. (BW)

ED 128 369 95 TM 005 491

McCormick, Tom

The Career Opportunity Program Aide in the Minneapolis Public Schools, 1972-73.

Minneapolis Public Schools, Minn. Dept. of
Research and Evaluation.Spons Agency—Bureau of School Systems (D-
HEW/OE), Washington, D.C.

Report No.—C-73-38

Pub Date Apr 74

Note—29p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Education Majors, Higher Education,
Job Training, *Low Income Groups, *National
Programs, Occupational Aspiration, Participant
Characteristics, Participant Satisfaction,
*Program Evaluation, Program Improvement,
Questionnaires, *Social Mobility, Tables
(Data), *Teacher Aides, Veterans Education,
*Work Experience ProgramsIdentifiers—*Career Opportunities Program, Minneapolis
Minnesota Public Schools, Minnesota
(Minneapolis)

The Career Opportunities Program (COP) is a nationwide career training model to improve the learning of low-income children in poverty area schools by employing low-income community residents and Vietnam veterans as teacher aides, while they attend college in preparation for careers in education. Two questionnaires were used in this study. The first one, labeled an information sheet, was designed to obtain profile information about the COP participants in the Minneapolis Public Schools. The second questionnaire, designed to solicit opinions from the presently enrolled aides about the program and their role in it, was administered in May 1973. The responses of the aides were generally favorable, regardless of race, sex, or program experience. Almost 90 percent of the respondents said their college courses were useful in their job, and most of the aides felt they had a good working relationship with their supervisor and the project coordinators. (Author/BW)

ED 128 370 TM 005 492

McDonald, Frederick J.

Designing Research for Policy Making.

Pub Date [Apr 76]

Note—36p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, *Decision
Making, *Educational Policy, *Educational
Research, Effective Teaching, Elementary Education,
Mathematics, *Policy Formation, Reading,
*Research Design, Teacher Behavior

Phase II of the Beginning Teacher Evaluation Study was designed to provide data relevant to policies that might be developed for teacher preparation and licensing. A portion of the data from Phase II is used to illustrate how the research was designed to answer these policy questions and how the data implies provisional answers to them. To answer the question of what is awry between the world of policy and the world of research, two answers are proposed. The first is that the failure to understand the political nature of policy making leads to irrelevant research which offers policy makers solutions they cannot use. The policy alternatives available to the policy makers should be carefully laid out as a first step in planning research. The second answer is that since policy making is decision making, the decision making process also has to be laid out to see what kind of decisions need to be made to develop and implement a policy. An analysis of these decisions should indicate the kinds of information that policy makers will need. These needs should determine which research needs to be done. (RC)

ED 128 371 TM 005 493

Nesset, Bonna Faunce, R. W.

Needs Assessment of Administrators' Professional Development, May 1975.

Minneapolis Public Schools, Minn. Dept. of
Research and Evaluation.

Report No.—C-74-67

Pub Date Jun 75

Note—50p.; For a related document, see ED 109
826

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Administrative Personnel, *Administrator Attitudes, *Administrator Education,
Elementary Secondary Education,
*Management Development, *Needs Assessment,
*Occupational Surveys, Questionnaires
Identifiers—*Minneapolis Minnesota Public
Schools, Minnesota (Minneapolis)

In April and May of 1975, the Research and Evaluation Department of the Minneapolis Public Schools conducted a needs assessment at the request of the Leadership Development Committee (LDC) to determine what kind of help MPS administrators need to do their jobs better. Two methods were used to collect data. First, a one-page questionnaire was sent to all MPS administrators. Second, a 15% random sample of administrators from elementary, secondary, central office, and special locations was selected to be interviewed. The most frequent requests for training were in the areas of management techniques, interpersonal relations and personnel management, administration, and curriculum theory and development. About two-thirds of the questionnaire respondents said that they would probably or definitely participate in courses in 1975-76 if they were offered at convenient times. About four out of ten questionnaire respondents said that ample opportunity exists to meet their professional growth needs. Over one-third said more opportunity for obtaining professional growth units through the MPS or obtaining college or university credit is needed. Secondary administrators more frequently indicated these needs and, in addition, were more likely to say they needed assistance in pursuing an advanced degree. Over two-thirds of the interviewees said they thought the LDC could provide them with the kind of training they really need. (Author/RC)

ED 128 372 TM 005 494

Petersen, Nancy S. Novick, Melvin R.

An Evaluation of Some Models for Test Bias. Technical Bulletin No. 23.

American Coll. Testing Program, Iowa City,
Iowa. Research and Development Div.

Pub Date Sep 74

Note—56p.; Not available in hard copy due to
marginal legibility of original documentEDRS Price MF-\$0.83 Plus Postage. HC Not
Available from EDRS.Descriptors—*Comparative Analysis, *Mathematical Models, *Personnel Selection, Predictive
Validity, Probability, Statistical Analysis,
*Test Bias

Models proposed by Cleary, Thorndike, Cole, Einhorn and Bass, and Darlington for analyzing bias in the use of tests in a selection strategy are surveyed. Six additional models for test bias are also introduced. The purpose is to describe, compare, contrast, and evaluate these models while,

at the same time, extracting such useful ideas as may be found in these approaches. Several of these models are judged to contain logical contradictions because of their use of the wrong conditional probability within the context of the probabilistic structure. In the final section of the paper, these models are shown to have highly objectionable practical implications. Two of the models studied are based on the correct conditional probability, and these are noted to be special cases of a more general and more useful model. (Author/RC)

ED 128 373 TM 005 495

Kiresuk, Thomas J. Garwick, Geoffrey
Program Evaluation Project Report, 1969-1973.
Chapter One: Basic Goal Attainment Scaling Procedures.

Program Evaluation Resource Center, Minneapolis, Minn.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Mental Health Services Program.

Pub Date 74

Grant—NIMH-1-R12-MH2561902; NIMH-5-R01-1678904

Note—15p.; For related documents, see TM 005 496-501

Available from—Program Evaluation Project, 501 Park Ave. South, Minneapolis, Minnesota 55415 (\$1.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Clinical Diagnosis, Data Collection, *Evaluation Methods, *Goal Orientation, Measurement Techniques, *Mental Health Programs, *Program Evaluation

Identifiers—*Goal Attainment Scaling

The P.E.P. Report 1969-1973 focuses on the various findings and activities of the Program Evaluation Project. This chapter of the report discusses the basic goal attainment scaling procedures. Goal attainment scaling is a methodology for developing personalized, multivariable, scaled descriptions which can be used for either therapy objective-setting or outcome measurement purposes. Originally developed as an assessment approach for individual clients in a community mental health milieu, goal attainment scaling has since been applied to goal setting for both individuals and organizations across the whole spectrum of human services. This chapter begins with an overview of the core of the goal attainment scaling methodology. The second section discusses the characteristics of utilizing the goal attainment followup guide for assessment purposes. The final section briefly outlines some of the major possibilities which have been implemented or suggested for varying the basic goal attainment scaling format while retaining the basic attainment scaling approach. (RC)

ED 128 374 TM 005 496

Audette, Donna M.
Program Evaluation Project Report, 1969-1973.

Chapter Two: Activities of the Follow-Up Unit.
Program Evaluation Resource Center, Minneapolis, Minn.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Mental Health Services Program.

Pub Date Jun 74

Grant—NIMH-5-R01-1678904

Note—36p.; For related documents, see TM 005 495-501

Available from—Program Evaluation Project, 501 Park Ave. South, Minneapolis, Minnesota 55415 (\$1.75)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Evaluation Methods, *Followup Studies, *Goal Orientation, Interviews, *Mental Health Programs, *Program Evaluation, Questionnaires, Reliability

Identifiers—*Goal Attainment Scaling

The P.E.P. Report 1969-1973 focuses on the various findings and activities of the Program Evaluation Project. Followup is an integral part of a goal oriented evaluation, providing the opportunity for the collection of various forms of outcome data as well as consumer satisfaction information. This chapter discusses the history and implementation of the followup program for the Program Evaluation Project, including the development of a questionnaire, training of the interviewers, locating and contacting participants, and costs. The second section discusses the various studies in which the followup unit was involved, including the original reliability study in

which clients were followed up by two different interviewers at two distinct points in time, the interdisciplinary reliability study which discusses the comparison of R.N. and M.S.W. interviewers and phone versus in-person interviews, the followup program for the Crisis Intervention Center, and the followup of clients terminated from the Hennepin County Mental Service prior to involvement in treatment. (Author/RC)

ED 128 375 TM 005 497

Garwick, Geoffrey

Program Evaluation Project Report, 1969-73.
Chapter Three: An Introduction to Reliability and the Goal Attainment Scaling Methodology.

Program Evaluation Resource Center, Minneapolis, Minn.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Mental Health Services Program.

Pub Date Jun 74

Grant—NIMH-5-R01-1678904

Note—19p.; For related documents, see TM 005 495-501

Available from—Program Evaluation Project, 501 Park Ave. South, Minneapolis, Minnesota 55415 (\$1.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Evaluation Methods, *Goal Orientation, Interviews, Measurement Techniques, *Mental Health Programs, *Program Evaluation, *Reliability, Scores

Identifiers—*Goal Attainment Scaling

The P.E.P. Report 1969-1973 focuses on the various findings and activities of the Program Evaluation Project. Reliability is considered a basic aspect of any measurement system. With Goal Attainment Scaling, at least two types of reliability are important: the reliability of the followup guide construction and the reliability of the followup guide scoring. This chapter discusses the theory underlying applications of conventional reliability concepts to Goal Attainment Scaling and reviews a range of studies relevant to the reliability of the methodology. This chapter is designed to give a general introduction to reliability and Goal Attainment Scaling. (Author/RC)

ED 128 376 TM 005 498

Sherman, Robert E. And Others

Program Evaluation Project Report, 1969-1973.
Chapter Four: An Examination of the Reliability of the Kiresuk-Sherman Goal Attainment Score by Means of Components of Variance.

Program Evaluation Resource Center, Minneapolis, Minn.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Mental Health Services Program.

Pub Date Aug 74

Grant—NIMH-5-R01-1678904

Note—15p.; For related documents, see TM 005 495-501

Available from—Program Evaluation Project, 501 Park Ave. South, Minneapolis, Minnesota 55415 (\$1.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Analysis of Variance, Evaluation Methods, *Goal Orientation, Interviews, Measurement Techniques, *Mental Health Programs, *Program Evaluation, *Reliability, Scores, *Statistical Analysis

Identifiers—*Goal Attainment Scaling

The P.E.P. Report 1969-1973 focuses on the various findings and activities of the Program Evaluation Project. The study in this chapter was designed to conduct a statistical analysis of the Goal Attainment Score, and estimate variance components due to choice of material in the followup guide, followup interviewer bias or error, and the client's actual long-term deviation from expectation. These factors together determine the reliability of the Goal Attainment score as it was applied in this Program Evaluation Project study, and, in addition, provide some useful indication of its potential reliability in other evaluative applications. (Author/RC)

ED 128 377 TM 005 499

Garwick, Geoffrey

Program Evaluation Project Report, 1969-1973.
Chapter Five: A Construct Validity Overview of Goal Attainment Scaling.

Program Evaluation Resource Center, Minneapolis, Minn.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Mental Health Services Program.

Pub Date Jun 74

Grant—NIMH-5-R01-1678904

Note—21p.; For related documents, see TM 005 495-501

Available from—Program Evaluation Project, 501 Park Ave. South, Minneapolis, Minnesota 55415 (\$1.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Evaluation Methods, *Goal Orientation, *Measurement Techniques, *Mental Health Programs, *Program Evaluation, Scores, *Validity

Identifiers—*Goal Attainment Scaling

The P.E.P. Report 1969-1973 focuses on the various findings and activities of the Program Evaluation Project. The establishment of validity is one of the major tasks of the developers of a measurement methodology. In this chapter, it is argued that the construct validity approach is essential to an understanding of the validity of Goal Attainment Scaling, since there are no clear criteria available for concurrent validation. The chapter discusses data from a variety of studies on Goal Attainment Scaling in an effort to illustrate various facets of the construct validity approach when applied to the methodology. The findings underscore the idea that Goal Attainment Scaling can be applied in a variety of settings. (Author/RC)

ED 128 378 TM 005 500

Baxter, James W. Beaulieu, Dean E.

Program Evaluation Project Report, 1969-1973.
Chapter Nine: Evaluation of the Adult Outpatient Program, Hennepin County Mental Service.

Program Evaluation Resource Center, Minneapolis, Minn.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Mental Health Services Program.

Pub Date Jun 74

Grant—NIMH-5-R01-1678904

Note—25p.; For related documents, see TM 005 495-501

Available from—Program Evaluation Project, 501 Park Ave. South, Minneapolis, Minn. 55415 (\$1.50)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adults, *Evaluation Methods, Goal Orientation, Measurement Techniques, *Mental Health Programs, Models, *Patients (Persons), Program Effectiveness, *Program Evaluation, Scores, Systems Approach

Identifiers—*Goal Attainment Scaling

The P.E.P. Report 1969-1973 focuses on the various findings of the Program Evaluation Project. This chapter deals with the first year development of an integrated program evaluation system for the Adult Outpatient Program, Hennepin County Mental Health Service, Minneapolis, Minnesota. This evaluation system is an extension of and expansion of the research and evaluation activities conducted by the Program Evaluation Project. Progress to date is reported on evaluation of the program and evaluation of the individual client. Process and outcome feedback, data collection procedures and aids are also outlined. (Author/RC)

ED 128 379 TM 005 501

Garwick, Geoffrey And Others

Bibliography on Goal Attainment Scaling. Third Edition.

Program Evaluation Resource Center, Minneapolis, Minn.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Mental Health Services Program.

Pub Date Jul 76

Grant—NIMH-1-R-12-MH2561903

Note—23p.; For related documents, see TM 005 495-500

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bibliographies, *Goal Orientation, *Measurement Techniques

Identifiers—*Goal Attainment Scaling

This bibliography on goal attainment scaling is divided as follows: (1) basic manuals and instructions on goal attainment scaling, (2) implementation and research findings on goal attainment scaling, and (3) materials with citations on goal attainment scaling. (RC)

ED 128 380 TM 005 502

Halperin, Silas

Ambiguity in ANOVA: Let the Hypothesis Be Your Guide.

Pub Date [Apr 76]

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976); Not available in hard copy due to marginal legibility of original document
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Analysis of Variance, *Comparative Analysis, Computer Programs, *Hypothesis Testing, *Mathematical Models

Although analysis of variance is the most popular statistical tool to researchers in the behavioral sciences, the casual user has recognized only recently that there is no single correct way to perform such an analysis. This paper is concerned with hypotheses tested in the two-way, fixed model under a variety of conditions: (1) with and without restrictions, and (2) with unbalanced, proportional and balanced cell frequencies. Standard texts and canned computer programs are surveyed and their recommendations are expressed in a common notation. Recommendations based on these results are given, along with the rationale for the recommendations. (Author)

ED 128 381 TM 005 503

Durovic, Jerry J.

Test Bias: An Objective Definition for Test Items.

Pub Date [Oct 75]

Note—17p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, New York, October 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Content Analysis, *Definitions, *Item Analysis, Mathematical Models, Probability, *Test Bias

Identifiers—Rasch Model

A test bias definition, applicable at the item-level of a test is presented. The definition conceptually equates test bias with measuring different things in different groups, and operationally equates test bias with a difference in item fit to the Rasch Model, greater than one, between groups. It is suggested that the proposed definition avoids confusing etiology with measurement by capitalizing on the "objectivity" property of the logistic Rasch Measurement Model. Application of the definition, to 914 applicants (black = 367; white = 547) in a "real" selection situation is described and resulted in identifying two items as biased. The two items so defined, were different than the two items identified as biased by comparing the item success rates (i.e., item difficulty) of black vs. white candidates. A content evaluation of the items by two black, female reviewers was subsequently performed. Their comments lend preliminary support to the proposed psychometric test bias definition. Additional encouraging support is provided by the match between the content comments and the item bias index values, for other items in the test. Implications for future applications and research are presented. (Author)

ED 128 382 TM 005 504

Metro Newsbeat. Final Evaluation Report—Year II.

Augsburg Coll., Minneapolis, Minn. Social Science Research Center.

Spons Agency—Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No.—C-74-18

Pub Date Jul 75

Note—53p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Curriculum Evaluation, *Journalism, *News Reporting, Program Evaluation, *School Newspapers, *Secondary Education, Student Attitudes, Teacher Attitudes

Identifiers—Metro Newsbeat, Minneapolis Minnesota Public Schools, Minnesota (Minneapolis)

Metro Newsbeat is a laboratory course for junior and senior high school students and teacher-advisers with a special interest in the field of journalism. The project is operated by the Minneapolis Public Schools in cooperation with the Minneapolis Star. Newsbeat students receive English elective credits, if needed. Project director and primary instructor is a former Minneapolis Star editor with many years' newspaper experience. The evaluation strategy included pre- and postprogram evaluation of selected high school newspapers, journalism student questionnaire to assess reaction to Metro Newsbeat, teacher-advisor questionnaire to assess reaction to Metro Newsbeat, and evaluator classroom ob-

servation of Metro Newsbeat processes. The original Metro Newsbeat model, with the exception of the photography seminar, was not viable due to low student participation. The instructor was most effective in one-to-one situations or in small groups. There was no statistical evidence that student newspapers improved over the five month time period of the altered Newsbeat model. Student and teacher reaction to the project director's instruction was highly positive. (Author/RC)

ED 128 383 TM 005 505

Development of Proficiency Examinations and Procedures for Two Levels of Respiratory Therapy Personnel. Final Report.

Psychological Corp., New York, N.Y.

Spons Agency—Public Health Service (DHEW), Washington, D.C. Bureau of Health Manpower.

Pub Date 28 Jun 74

Contract—N01-AH-34062(P)

Note—61p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Audiovisual Aids, *Certification, Credentials, *Criterion Referenced Tests, *Equivalency Tests, *Inhalation Therapists, Item Analysis, Multiple Choice Tests, Pretesting, Tables (Data), *Test Construction

Identifiers—American Association for Respiratory Therapy, *Respiratory Therapists

Under the guidance of an advisory committee from the American Association for Respiratory Therapy (AART), The Psychological Corporation developed three forms of two criterion-referenced proficiency examinations to measure the skills, understandings, and knowledge required in entry level jobs for two levels of respiratory therapy personnel. The examinations were based on the results of an earlier project which had outlined the specific content and work specifications of the two levels. The three forms of the two examinations were administered to a pretest/norming sample composed of students preparing for practice at the two levels and personnel seeking present credentials at the two levels. The small size of the samples precluded the drawing of conclusions, and further study is recommended. The advisory committee also developed a proposal for a credentialing strategy in relation to the use of the tests. (Author/BW)

ED 128 384 TM 005 506

Sjodahl, Lars

Evaluation of Training.

Pub Date [Apr 75]

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Planning, *Educational Programs, *Evaluation Methods, Forestry Occupations, *Job Training, Measurement, Measurement Goals, *Measurement Techniques, Norms, Program Development, Program Planning, Rating Scales, Test Reliability, Test Validity

The main purpose of this paper is to draw attention to some facts and ideas that perhaps can help to identify problems or fields for development and research within the evaluation of training. Topics for group discussion are preceded by material on some basic concepts of evaluation and educational measurement. The ratio scale, the interval scale, the ordinal scale, and the nominal scale are given as examples of kinds of scales used in educational measurement; the problem of norms is discussed; potential purposes of evaluation or educational measurement are outlined; and some characteristics of a good measuring instrument are explained. The author also defends the inclusion of evaluation as an integral part of a model for planning and carrying out educational programs. (BW)

ED 128 385 TM 005 507

Bergeth, Robert L.

The High Potential Program in the Minneapolis Schools: An Evaluation.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No.—C-74-45

Pub Date Aug 75

Note—37p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Creative Writing, Elementary School Mathematics, Elementary School Science, *Enrichment Programs, *Gifted, *In-

termediate Grades, Modern Language Curriculum, Parent Attitudes, Participant Satisfaction, *Program Evaluation, Social Studies, Student Attitudes, Student Characteristics, Teacher Attitudes

Identifiers—*High Potential Program, Minneapolis Minnesota Public Schools, Minnesota (Minneapolis)

The Minneapolis Public Schools High Potential Program for gifted elementary children in grades four through six began December 2, 1974. Twenty-one schools and approximately 353 students participated. Programs in math, science, social studies-modern language, and creative writing were offered. The purpose of the program was to offer a challenging, enrichment experience for high ability students. Students were challenged to learn subject matter in much greater depth and breadth than their regular classroom experience and also were exposed to new ideas and concepts. A specialist in each of the subject areas provided the instruction. The High Potential Program was very successful according to the views of high potential students, parents of students, and teachers of students. (Author/BW)

ED 128 386 TM 005 521

Skager, Rodney

Critical Characteristics for Differentiating Among Tests of Educational Achievement.

Pub Date [Apr 75]

Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Achievement Tests, Behavioral Objectives, Classification, Conceptual Schemes, *Criterion Referenced Tests, Curriculum Evaluation, Educational Diagnosis, Formative Evaluation, Measurement Goals, *Norm Referenced Tests, Scores, Student Evaluation, Student Placement, Teacher Evaluation, *Test Construction, *Test Interpretation, Test Validity

Identifiers—Content Process Matrix, Domain Referenced Tests

The corpus of descriptive terminology associated with achievement testing has expanded considerably in recent years, in large part due to the heightened interest in absolute and/or direct metrics for interpreting test performance plus the development of more rigorous strategies for specifying test content. Widely prevalent disagreement about terminology reflects a lack of conceptual clarification and may inhibit the development of theory and practice. Distinctions commonly made between criterion referenced and norm referenced tests turn out to be inaccurate, since it appears that both content and norm referenced interpretations can apply to scores on any type of achievement test. Rather, the particular manner in which a given test can and should be interpreted turns out to be a function of the mode by which test content is specified and the function for which the test is to be used. All approaches to the interpretation of achievement test scores are classified as either domain referenced or norm referenced, with reference to a criterion or standard viewed as a special case of the former. Finally, it is argued that normative interpretations can and in many instances should be made of scores which are referenced directly to content, including mastery scores. (Author/BW)

ED 128 387 TM 005 522

Bronfenbrenner, Urie

The Ecology of Human Development in Retrospect and Prospect.

Pub Date [Jul 75]

Note—25p.; Paper presented at the Conference on Ecological Factors in Human Development held by the International Society for the Study of Behavioral Development (Guildford, England, July 13-17, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavioral Science Research, *Ecology, Environmental Influences, *Environmental Research, *Human Development, Models, Observation, Research Design, *Research Methodology, *Social Planning, Social Values, Validity

Identifiers—*Human ecology

In attempting to define the "ecology" of human development, the term's history and connotations are discussed. The ecological approach requires that the person, the environment, and

the relations between them be conceptualized in terms of systems, and subsystems within systems. The experimental situation is not limited to being unidirectional and dyadic, allowing only first-order effects. Two or more environmental settings can and should be included, and these environments should be studied and described along with the subject. An ecology of human development must be concerned not only with the developing child, but also with the developing ecology; that is, changes both in the micro- and macrostructures which envelop the child and those in his immediate environment. Finally, the author urges a reversal of usual experimental procedure, beginning the experiment by trying to change one of the environmental elements in order to get some idea of the delicate balance between the developing organism and its surroundings. (Author/BW)

ED 128 388 95 TM 005 523

Potter, Anne Berman, Steven

The Individual Pupil Profile (Including Manual).

New York City Board of Education, Brooklyn, N.Y. Office of Special Education and Pupil Personnel Services.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—34p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, *Clinical Diagnosis, Communication Skills, *Diagnostic Tests, *Educational Diagnosis, Emotional Development, *Evaluation Methods, Individual Tests, Intellectualization, Manuals, Measurement Techniques, *Multiply Handicapped, Perceptual Motor Coordination, Physical Development, Psychomotor Skills, Self Care Skills, Social Development, Special Education, *Student Evaluation

Identifiers—*Individual Pupil Profile

Because of the diversity, range, and combination of disabilities at the Center for Multiple-Handicapped Children, operated under the auspices of the New York City Board of Education, a unique instrument was needed for assessing functional levels, setting goals, and charting progress of handicapped children in special education facilities, regular schools, and institutional settings. The major functional areas brought into play in a child's daily life were defined and the following categories were delineated as parts of the Individual Pupil Profile (IPP): (1) Intellectual Functioning, (2) Academic Achievement, (3) Perceptual-Motor Skills, (4) Physical Functioning and Self-Help Skills, (5) Communication, and (6) Social-Emotional Development. Building on existing studies, and by consulting with area specialists, rating scales were devised in areas where existing measures were inadequate. Specifically, scales were constructed to assess achievement, communication, and social-emotional development. For the areas of intellectual functioning, perceptual-motor skills, and physical functioning, pre-existing tests were modified and incorporated into the overall structure. The IPP designed to (1) help to focus each professional involved on the specifics of the child's behavior and function, (2) encourage group thinking and lead to a comprehensive diagnostic picture, and (3) establish current levels of functioning and lend itself to both ongoing assessment of progress and to prescriptive teaching. Both the instrument and manual are included here. (RC)

ED 128 389 TM 005 541

Newman, Warren B.

Desirable Qualifications for Personnel Conducting Educational Program Evaluations and Audits.

Pub Date [Apr 76]

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Researchers, *Employment Qualifications, Evaluation Needs, Individual Characteristics, Job Analysis, Professional Education, *Professional Personnel, Professional Training, *Program Evaluation, Work Experience

A study was made of professional qualifications for personnel employed as program evaluators and auditors. These qualifications, according to operational or theoretical models, are necessary to assure local school districts of obtaining the

services of competent and ethical personnel. Findings of (1) a review of literature, (2) a national survey of directors and staffs of research and program evaluation departments of public schools, (3) a review of representative contractual relations and job qualifications in use, (4) a survey of ten university training programs, and (5) a survey of legislators to determine the attributes of an evaluation report which make it acceptable as a basis for decision-making, are reported. Criteria for employment of program evaluators and auditors are recommended, and the political implications of an accrediting process are discussed. (Author/BW)

ED 128 390 TM 005 544

Polemeni, Anthony J.

Security in a Citywide Testing Program. NCME Measurement in Education, Vol. 6, No. 3, Summer 1975.

National Council on Measurement in Education, East Lansing, Mich.

Pub Date 75

Note—6p.

Available from—National Council on Measurement in Education, Office of Evaluation Services, Michigan State University, East Lansing, Michigan 48823 (Subscription rate: \$5.00 per year; single copies \$0.50 each in quantities of 25 or more, or \$1.50 for a single issue)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Achievement Tests, Cheating, *City Wide Programs, Confidentiality, Elementary Education, Reading Tests, Standardized Tests, *Testing Problems, *Testing Programs

Identifiers—New York (New York), *New York City Reading Test, *Test Security

In April 1974, allegations were made that students, teachers, and the general public had access to the New York Citywide Reading Test prior to its administration, and the results, therefore, were invalid. In the face of these allegations, New York City developed a strategy for the administration of a secure test: a test never before available in the marketplace, and never before administered except for norming purposes. This document includes a step-by-step description of the procedures followed by the Office of Educational Evaluation in New York City. (BW)

ED 128 391 TM 005 545

Reese, Lee W.

The Counselor's Handbook and Guide to Credit-By-Examination. [Revised Edition].

Pub Date Jun 76

Note—76p.; For related document, see ED 118 623

Available from—Lee W. Reese, HEAM, 195 Nassau Street, Princeton, New Jersey 08540 (\$22.00, \$25.00 with customized binder, discounts on large quantities)

Document Not Available from EDRS.

Descriptors—*Admissions Counselors, Adult Students, *Advanced Placement Programs, *College Admission, College Choice, College Credits, *College Placement, Colleges, College Students, *Equivalency Tests, *Guides, Higher Education

Identifiers—Advanced Placement Program, American College Test, CLEP, *College Level Examination Program

The 1976 edition of the handbook provides the most up-to-date accumulation of credit-by-examination policy data available. It is the result of several independent surveys conducted over the past few years. The survey for this edition resulted in about half of the institutions listed filing updated information. The College Level Examination Program (CLEP) is the only nationally available program of credit-by-examination, though more than 1000 colleges grant advanced standing on the basis of the Advanced Placement Program (AAP), and several American College Test (ACT) scores for credit. Tabular data listed for each college include the availability of the program to incoming students, the score or percentile required for credit, and the number of credits that may be awarded. The addresses of college admissions officers are also listed. (Author/BW)

ED 128 392 TM 005 546

Community Affairs Training Evaluation; Project CATE: Phase I Final Report.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Pub Date Jun 73

Note—324p.; For a related document, see TM 005 547

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—City Government, Community Change, *Community Development, Contracts, Cost Effectiveness, Decision Making, *Educational Programs, Evaluation, Evaluation Criteria, Evaluation Methods, Formative Evaluation, *Government Employees, Inservice Education, Instructional Materials, Measurement Techniques, Program Effectiveness, *Program Evaluation, *State Programs, Statistical Analysis, Supervisors, Supervisory Training, Systems Development, Task Performance, Test Construction, Training, Training Objectives

Identifiers—Community Affairs Training Evaluation, *Decision Oriented Evaluation System

Within a program of training system evaluation, optimal training system development cannot occur without evaluation development, and evaluation cannot be very effective in the absence of an optimal approach to training system development. Therefore, the goal of the Community Affairs Training Evaluation (CATE) project was to develop a set of procedures which provide practical information to decision makers for making program decisions and judging goal attainment. The result has been the development of a prototype for a Decision Oriented Evaluation System (DOES), involving evaluations of the training procedures and materials, the trainee's job performance, and the community impact of the program, to be done in three stages: the input stage, the process stage, and the outcome stage. A prototype user's handbook has been developed and will allow the pilot testing revision, field testing, extension, and development of a supporting training system which are necessary before a comprehensive installation can be made. (Author/BW)

ED 128 393 TM 005 547

Community Affairs Training Evaluation; Project CATE: DOES Handbook.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Pub Date Jun 73

Note—130p.; For a related document, see TM 005 546

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Behavioral Objectives, *Community Benefits, Community Change, *Community Development, Data Collection, Decision Making, *Educational Programs, Evaluation Methods, *Job Training, Measurement Techniques, *Program Evaluation, Program Guides, State Programs, Systems Development, *Task Performance, Training Objectives, Transfer of Training

Identifiers—Community Affairs Training Evaluation, *Decision Oriented Evaluation System, Subcontracting

Decision Oriented Evaluation System (DOES) for community development training presents a system for training evaluation in prototypic form. This handbook provides a comprehensive overview of training evaluation methodology as well as details on specific functions involved in the training evaluation process. This model for evaluation is broken into three major categories, i.e., three modes of evaluation: (1) training, (2) job performance, and (3) community impact. Each of these three modes of evaluation are discussed in terms of input evaluation, process evaluation, and outcome evaluation. (Author/BW)

ED 128 394 95 TM 005 548

Klausmeier, Herbert J. And Others

Second Cross-Sectional Study of Attainment of the Concepts "Equilateral Triangle," "Cutting Tool," "Noun," and "Tree" by Children Age 6 to 16 of City B. Technical Report No. 347.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCCL-TR-347

Pub Date Jan 76

Contract—NE-C-00-3-0065

Note—146p.; For related documents, see TM 005 549, ED 091 045, ED 103 481-485, ED 106 330, and ED 110 464

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Abstraction Levels, Age Differences, Classification, *Cognitive Development, *Cognitive Measurement, Cognitive Processes, *Concept Formation, *Cross Sectional Studies, Discrimination Learning, Elementary Secondary Education, *Fundamental Concepts, Generalization, Grade 1, Grade 4, Grade 7, Grade 10, Identification, Language Learning Levels, Longitudinal Studies, Problem Solving, Sex Differences, Test Construction
Identifiers—*Model of Conceptual Learning and Development

For this study, the second in the cross sectional series, based on the Conceptual Learning and Development (CLD) model, assessment batteries were developed to determine each child's level of attainment and related use of the concepts "equilateral triangle," "cutting tool," "noun," and "tree." Batteries were designed as paper-and-pencil tasks and were administered to from 349 to 362 children, depending on assessment battery, enrolled in each of four grades: first, fourth, seventh, and tenth. Predictions based on the model about children's conceptual development were strongly supported across concept concepts: (1) The concepts were attained in an invariant sequence at four successive levels: concrete, identity, classificatory, and formal. (2) As the concepts were attained at higher levels, they were used increasingly in cognizing supraordinate-subordinate relationships in a hierarchy, in understanding principles that stated a relationship between the attained concept and one or more other concepts, and in solving problems that required the use of the particular concept. (3) Having the labels of the concept and of its defining attributes facilitated attainment of the concept and mastery of the three uses of the concept. (Author/BW)

ED 128 395 95 **TM 005 549**

Klausmeier, Herbert J. And Others

Second Cross-Sectional Study of Attainment of the Concepts "Equilateral Triangle," "Cutting Tool," "Noun," and "Tree" by Children Age 6 to 16 of City A. Technical Report No. 367.

Wisconsin Univ., Madison, Research and Development Center for Cognitive Learning. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCLL-TR-367

Pub Date Jan 76

Contract—NE-C-00-3-0065

Note—141p.; For related documents, see **TM 005 548**, **ED 091 045**, **ED 103 481-485**, **ED 106 330**, and **ED 110 464**

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Abstraction Levels, Age Differences, Classification, *Cognitive Development, *Cognitive Measurement, Cognitive Processes, *Concept Formation, *Cross Sectional Studies, Discrimination Learning, Elementary Secondary Education, *Fundamental Concepts, Generalization, Grade 1, Grade 4, Grade 7, Grade 10, Identification, Language Learning Levels, Longitudinal Studies, Problem Solving, Sex Differences, Test Construction
Identifiers—*Model of Conceptual Learning and Development

For this study, the second in the cross sectional series, based on the Conceptual Learning and Development (CLD) model, assessment batteries were developed to determine each child's level of concept attainment and also the related use of the concepts "equilateral triangle," "cutting tool," "noun," and "tree." Batteries were designed as paper-and-pencil tasks and were administered to from 309 to 313 children, depending on assessment battery, enrolled in each of four grades: first, fourth, seventh, and tenth. Predictions based on the model about children's conceptual development were strongly supported across concepts: (1) The concepts were attained in an invariant sequence according to four successive levels: concrete, identity, classificatory, and formal. (2) As the concepts were attained at higher levels, they were used increasingly in cognizing supraordinate-subordinate relationships in a hierarchy where the attained concept was an element of the hierarchy, in understanding principles that stated a relationship between the attained concept and one or more other concepts, and in solving problems that required the use of the particular concept. (3) Having the labels of the concept and of its defining attributes facilitated attainment of the concept and mastery of the three uses of the concept. (Author/BW)

ED 128 396

Lolli, Anthony, Jr. Owen, Steven V.

Student Ratings: What Is the Frame of Reference? Connecticut Univ., Storrs. Bureau of Educational Research.

Pub Date [Apr 76]

Note—24p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Analysis of Variance, Check Lists, College Students, College Teachers, Demography, Effective Teaching, *Evaluation Criteria, Expectation, Grade Point Average, Grade Prediction, *Higher Education, Multiple Regression Analysis, *Rating Scales, Student Characteristics, *Student Evaluation of Teacher Performance, Student Opinion, Teacher Behavior, Test Construction, Test Reliability, *Test Validity

Two issues in the controversy over the use, interpretation, validity, and relevance of student ratings are explored here: the definition of preferred teacher behavior in terms of the rating instrument used, and the relationship between the student's expected grade, grade point average, and the ratings recorded. The objectives of the present research were threefold: (1) to develop a short rating scale and associated diagnostic checklist; (2) to examine the construct validity and reliability of the scale; and (3) to assess the relationships between selected student demographic data and ratings on the scale. After a pilot test, there appeared to be little advantage to using an observed/preferred behavior format, so that format was discontinued in further revision of the scale. A repeated measures analysis of variance indicated that discrepant groups, i.e., those whose actual grade was two or more letter grades away from his/her expected grade, should be omitted from computations to increase the validity of student ratings. Further research was suggested to determine whether demographic variables interact with group discrepancy to influence evaluations of teacher behaviors. (Author/BW)

ED 128 397

Benton, Sidney E. Scott, Owen

A Comparison of the Criterion Validity of Two Types of Student Response Inventories for Appraising Instruction.

Pub Date [Apr 76]

Note—37p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Students, College Teachers, *Comparative Analysis, Criteria, Effective Teaching, Factor Structure, Grade Point Average, Higher Education, Prediction, *Rating Scales, *Statistical Analysis, *Student Evaluation of Teacher Performance, Test Construction, Test Reliability, Test Selection, *Test Validity

Identifiers—*Inventory of Student Perceptions of Instruction, *Student Instructional Report

Two types of student response inventories for appraising instruction, the Student Instruction Report (SIR) and the Inventory of Student Perceptions of Instruction (ISPI) were administered to 554 students in 30 classes at two Georgia colleges. Mean responses to items were used in principal components analyses with varimax rotation. The two instruments were then administered to 525 students in 31 English classes having a common final examination. Results of multiple regression analyses produced a significant multiple correlation with one instrument and self-reported cumulative grade point averages, with end-of-course grades in English as the criterion variable. Results of this study suggest that student appraisal of college instruction using SIR in conjunction with self-reported grade point averages are of some help in predicting end-of-course final examination scores. If the effectiveness of an instructor is measured in terms of end-of-course achievement of his class, then college administrators should proceed with caution in using student ratings to gauge instructor effectiveness. Moreover, results of this study lend some support to the use of instruments developed empirically over those developed rationally. (Author/BW)

TM 005 550

ED 128 398

Hooper, Frank H. Toniolo, Thomas A.

A Longitudinal Analysis of Logical Reasoning Relationships: Conservation and Transitive Inference. Technical Report No. 380.

Wisconsin Univ., Madison, Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCLL-TR-380

Pub Date Jan 76

Contract—NE-C-00-3-0065

Note—60p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Cognitive Development, Cognitive Processes, *Concept Formation, Concept Teaching, *Conservation (Concept), Elementary Education, Grade 1, Grade 4, *Logical Thinking, *Longitudinal Studies, Task Performance, *Thought Processes

Identifiers—Equivalence Conservation, Identity Conservation, *Transitive Inferences

Kindergarten and third grade children originally assessed in 1973 were retested one year later on a series of conservation and transitive inference tasks (length and weight content areas). An additional sample of matched cohort/grade subjects was assessed in the second year only to permit evaluation of repeat measurement biases for the longitudinal sample. Results indicated a lack of presentation order, selective survival, repeated measurement, sex, and content area significant main effects or interactions. Analyses of the longitudinal sample subjects' conservation task performances over the annual interval indicated significant grade-level distinctions, year one versus year two differences, and type of conservation distinctions. Identity conservation scores were consistently superior to equivalence conservation scores and this superiority was most notable for the younger subjects. Transitive inference tasks were significantly less difficult than equivalence conservation tasks. Most importantly, evidence for a developmental mastery sequence (transitivity to conservation) was demonstrated. Pass/fail comparisons indicated a lack of regression effects and greater growth for the conservation abilities as contrasted with transitivity task mastery. Identity/equivalence conservation task distinctions were most apparent for the without verbal justification response criterion. Implications for the general concept of the Piagetian concrete operations stage were discussed. (Author/BW)

ED 128 399

Wylie, Ruth C.

The Self-Concept. Volume 1, A Review of Methodological Considerations and Measuring Instruments. Revised Edition.

Pub Date 74

Note—433p.

Available from—University of Nebraska Press, 901 North 17th Street, Lincoln, Nebraska 68508 (\$12.50)

Document Not Available from EDRS.

Descriptors—Analysis of Variance, Behavior Theories, Factor Analysis, *Measurement Techniques, Personality Studies, *Personality Theories, Research Design, *Research Methodology, Scientific Attitudes, Scientific Research, *Self Concept, *Self Concept Tests, Statistical Analysis, Test Reliability, *Test Reviews, Test Validity

This volume of the revised edition describes and evaluates measurement methods, research designs, and procedures which have been or might appropriately be used in self-concept research. Working from the perspective that self-concept or phenomenal personality theories can be scientifically investigated, methodological flaws and questionable practices are summarized, and problems of operationally defining self-concept variables are considered. Thirteen instruments, representing both those which explicitly purport to index the phenomenal self-concept and those without explicit reference to the conscious-unconscious dimension, are described and evaluated. The measurement of the unconscious self-concept and the empirical study of the "insightfulness" of the conscious self-concept are examined. The concluding chapter presents an appraisal of the main conceptual and methodological implications of the detailed facts and evaluations offered in this volume. (BW)

TM 005 554

ED 128 400 TM 005 564
Forbes, Dean W.

The Use of Rasch Logistic Scaling Procedures in the Development of Short Multi-Level Arithmetic Achievement Tests for Public School Measurement.

Pub Date [Apr 76]

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Achievement Tests, Elementary Education, *Elementary School Mathematics, Grade 7, Grouping (Instructional Purposes), *Grouping Procedures, *Individual Differences, Mathematics, Public Schools, Standard Error of Measurement, *Student Ability, Test Construction, Testing Problems, *Test Reliability

Identifiers—Rasch Item Calibration, *Rasch Model

Rasch calibration permitted the development of short achievement tests that were economical in testing time, and could be developed in a series of difficulty levels to suit student individual differences. Furthermore, these tests were of adequate reliability for practical educational measurement when individual students were assigned to tests of appropriate difficulty level. A variety of test placement strategies were considered and several were tried. Two formal procedures involving the use of a pretest screening tool for level assignment show promise of effectiveness but in the research described here tended to place many children in a test which was somewhat too difficult for them. The use of screening tests still is considered very promising although it is recommended that in the future criteria for test placement be modified so the students would be placed one, or perhaps two, levels lower than they were in the field test of these prototypes. It is further recommended that any students who get raw scores under 5, or over 25, immediately be retested with a more appropriate level to forestall the dramatic measurement error increases which occur when those limits are exceeded. (Author/BW)

ED 128 401 TM 005 584

[Colorado Adult Needs Assessment Survey Instruments for Citizens, Employers and Agencies, 1974.]

Center for Research and Education, Denver, Colo.

Spons Agency—Colorado State Dept. of Education, Denver.

Pub Date 74

Note—44p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Adult Education, Adults, Agencies, *Educational Needs, Employers, Examiners, Field Interviews, Guides, *Inquiry Training, *Needs Assessment, Question Answer Interviews, Questioning Techniques, *State Programs, State Surveys, Vocational Education, *Vocational Interests

Identifiers—Colorado, *Colorado Adult Needs Assessment Project

The Colorado Adult Needs Assessment Project was conducted in order to develop factual, up-to-date information about the educational and occupational needs, interests, and attitudes of adults in the state. The findings will be used for planning improvements in the broad area of adult and vocational education. Information was gathered from employers and agencies by means of surveys, and from citizens by means of interviews. The Interviewer's Handbook, the Citizen Survey, the Employer Survey, and the Agency Survey are all included here. (Author/BW)

ED 128 402 TM 005 585

Proceedings of the Annual Conference of the Military Testing Association (17th, Fort Benjamin Harrison, Indiana, September 15-19, 1975).

Pub Date [Sep 75]

Note—799p.

EDRS Price MF-\$1.50 HC-\$42.19 Plus Postage.

Descriptors—Aptitude Tests, Certification, Computer Assisted Instruction, Computer Oriented Programs, *Conference Reports, Course Evaluation, Educational Technology, Equivalency Tests, High School Graduates, Information Utilization, Job Analysis, Job Skills, Job Training, Measurement Techniques, *Military Personnel, Military Training, Performance Criteria, Performance Tests, *Personnel

Evaluation, *Predictive Ability (Testing), Program Evaluation, Qualifications, Research Methodology, Screening Tests, Simulation, *Task Analysis, Technical Education, *Testing, Testing Problems, Test Validity, Vocational Aptitude, Vocational Counseling

Identifiers—Applied Performance Testing, Armed Services Vocational Aptitude Battery, *Military Testing Association

The 62 papers presented at the 1975 conference of the Military Testing Association cover almost all areas of military and occupational assessment and evaluation, and are arranged in 19 "common subject-matter groupings": Symposium (on Aptitude Testing), Training Extension Courses, Computerized Testing, Task Validation and Qualification Standards, Computer Based Training, Testing/Assessment: Issues and Innovations, Screening and Counseling Enlistees, Occupational Analysis and Training Programs, Skill Qualification Under Enlisted Personnel Management System (EPMS), Research and Measurement Methodology, Demonstrating Occupational Competency, Uses of Occupational Analysis Data, Non-Cognitive Assessment, Task Analysis Training and Evaluation, Organizational Factors in Performance, Criterion Referenced Measurement, Assessing Job and Grade Requirements, and Measurement and Prediction. (BW)

ED 128 403 TM 005 586

Pollock, William T. McDole, Thomas L.
Development of a National Item Bank for Tests of Driving Knowledge.

Michigan Univ., Ann Arbor. Highway Safety Research Inst.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D. C.

Report No.—DOT-HS-801-159; HSRI-001590-2; PB-234-226

Pub Date Jul 74

Contract—FH-11-7616

Note—321p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (PB-234-226, MF \$2.25, HC \$7.25)

Document Not Available from EDRS.

Descriptors—Behavioral Objectives, Cognitive Objectives, *Driver Education, *Item Banks, Multiple Choice Tests, Performance Tests, State Programs, Statistical Analysis, Task Analysis, *Test Construction, Testing Programs, Test Reliability, Test Validity, Traffic Safety

Materials intended for driving knowledge test development use by operational licensing and education agencies were prepared. Candidate test items were developed, using literature and operational practice sources, to reflect current state-of-knowledge with respect to principles of safe, efficient driving, to legal regulations, and to traffic control devices. Such multiple-choice item "pools" were developed for testing drivers of Class C (passenger car and light truck), Class M (motorcycle), and Classes A and B (bus and truck) vehicles, with the pools containing 1313, 282, and 583 items, respectively. Subsequent to item review by batteries of highway safety experts, field tests to collect psychometric, normative, and validation data for the Class C items were conducted with Iowa driver education students, with Coast Guard recruits, and with various driver license applicant and driver improvement groups in Michigan. Similar evaluations and tests of the Class M pool were completed. An operational manual, "Handbook for Driving Knowledge Testing", which includes the Class C item pool and tutorial test construction material, was prepared. (NTIS)

ED 128 404 TM 005 587

Weiss, David J.

Computerized Adaptive Ability Measurement.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date [Sep 75]

Contract—N00014-67-A-0113-0029

Note—39p.; Paper presented at the Annual Conference of the Military Testing Association (17th, Fort Benjamin Harrison, Indiana, September 15-19, 1975); Also included in TM 005 585

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Ability, Ability Grouping, Achievement Tests, *Computer Oriented Programs, *Error Patterns, Feedback, *Individual Differences, *Response Style (Tests), Scores,

Statistical Analysis, Test Bias, Test Construction, *Testing, Testing Problems, Test Interpretation

Identifiers—Adaptive Testing, *Computer Assisted Testing

The general objective of a research program on adaptive testing was to identify several sources of potential error in test scores, and to study adaptive testing as a means for reducing these errors. Errors can result from the mismatch of item difficulty to the individual's ability; the psychological effects of testing and the test environment; the inability to extract enough information from the testee's response; deviations from unidimensionality; and an oversimplistic conceptualization of ability. Several different strategies of adaptive testing are discussed, along with the information level they yield, and the bias that can result from various scoring methods. In a discussion of the unidimensionality of test items, the consistency of the testee's response is analyzed. Finally, group differences are examined in terms of the psychological effects of receiving immediate feedback, especially on low ability groups. The author concludes that adaptive testing and immediate knowledge of results may be able to provide testing conditions more conducive to each person's ability to demonstrate his/her fullest capacities in test performance. (Author/BW)

ED 128 405 TM 005 588

Graf, Mercedes

Sex Differences of Three-Year-Old Children as Measured by the Beery Visual-Motor Test.

Pub Date [Mar 74]

Note—13p.; Paper presented at the Annual Meeting of the Illinois Psychological Association (Springfield, Illinois, March 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Age Differences, Child Development, *Perceptual Motor Coordination, *Preschool Children, Preschool Education, *Preschool Tests, Psychomotor Skills, *Sex Differences, Test Reliability, Test Validity, *Visual Measures, Visual Perception

Identifiers—*Development Test of Visual Motor Integration

The Beery Developmental Test of Visual Motor Integration was devised as a measure of the degree to which visual perception and motor behavior are integrated in young children, measured by the copying of geometric forms. In this study, 64 three-year-old children were tested individually to investigate (1) whether there is a correlation between chronological age and geometric form reproduction for three-year-olds, and (2) whether three-year-old boys score lower than three-year-old girls. The results indicated a correlation between age and geometric form reproduction for girls, but not for boys; boys did score significantly lower than girls. While this study more than tripled the original number of three-year-old children tested, the sample is still too inadequate to determine if this test has predictive value at such an early age. (Author/BW)

ED 128 406 TM 005 589

Goody, Kenneth

Task Factor Benchmark Scales for Training Priority Analysis: Overview and Developmental Phase for Administrative/General Aptitude Area.

Air Force Human Resources Lab., Lackland AFB, Tex. Occupational and Manpower Research Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-76-15

Pub Date Jun 76

Note—15p.; For a related document, see TM 005 585

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Comparative Analysis, Decision Making, *Educational Programs, *Military Personnel, Program Design, Program Improvement, Program Planning, *Rating Scales, *Task Analysis

Identifiers—Air Force

Research by the Occupational and Manpower Research Division of the Air Force Human Resources Laboratory has established that task training priority is a function of task factors and that, within a specialty, training priority ratings can be duplicated mathematically from task factor ratings. Because these ratings are measured on a different scale for each specialty, this methodology cannot be generally established and

applied. To overcome this limitation, a series of benchmark scales is being developed for the measurement of task factors against common frames of reference. This report establishes the concept of the scales and describes the method to be used in their development and validation. It then reports on the development phase of the scales for specialties with either an administrative or general aptitude requirement. The completed scales would have various applications. They could be used for the initial design of a training program, the validation of an existing program, or for the redesign of an existing one given new constraints such as change in course length. At all times it must be remembered that this methodology is an advanced aid to course design, always subject to human override where such can be justified. (Author/BW)

ED 128 407 TM 005 590
Deck, Dennis Barnette, J. Jackson
Measuring Attitudes Toward Reading in Large Scale Assessment.

Pennsylvania State Univ., University Park. Center for Cooperative Research with Schools.
Pub Date [Apr 76]

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage. HC Not Available from EDRS.

Descriptors—Attitude Tests, Elementary Education, Family Influence, Group Tests, *Reading, Reading Habits, *Reading Interests, *Student Attitudes, Test Construction, Test Reliability, Test Validity

Identifiers—*Attitudes Toward Reading Scale

Attitude toward reading is an important educational outcome and evaluative criteria due to its relationship to reading behavior and the refinement of reading skills. However, existing scales for assessing reading attitudes are invalid, are constrained by a ceiling effect, or are difficult to administer. A reading attitude assessment package was developed to overcome some of the inadequacies of these scales. The resulting measures were reliable and special provisions were made for testing primary level students. The relationship of the scores to reading achievement, reading behavior, and home environment is discussed. (Author)

ED 128 408 TM 005 591
Eisner, Elliot W.

The Perceptive Eye: Toward the Reformation of Educational Evaluation.

Stanford Univ., Calif. Stanford Evaluation Consortium.
Pub Date Dec 75

Note—29p.
Available from—Stanford Evaluation Consortium, Department of Education, Stanford University, Stanford, California 94305 (\$1.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Accountability, *Art, Educational Background, Educational Change, Educational Research, *Evaluation, *Evaluation Methods, Knowledge Level, *Models, Reliability, Scientific Attitudes, *Scientific Methodology, Theoretical Criticism, Values

It is argued that educational evaluation can productively proceed from an artistic model as well as a scientific one. For such a model two processes are critical. The first of these is called "educational connoisseurship," the second "educational criticism." Educational connoisseurship is that art concerned with the appreciation of any set of phenomena. As such it is a private event. Criticism, however, is that art concerned with the public description and appraisal of events appreciated. Educational criticism is that process through which the complexities of schooling are penetratingly described and appraised. The grounds for developing such an approach, which is conceived of as being complementary to the scientific approach to educational evaluation that has dominated the evaluation field since the turn of the century are described. (Author/BW)

ED 128 409 TM 005 592
Dobson, Lee

An Evaluation of the Junior League/Vancouver School Board Reading Tutorial Program. Research Report 75-07.

Vancouver Board of School Trustees (British Columbia), Education Services Group.
Report No.—VSB-RR-75-07

Pub Date Jun 75

Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Beginning Reading, *Community Involvement, Performance Criteria, Phonics, Primary Education, *Program Evaluation, Reading Difficulty, *Reading Programs, *Tutorial Programs, Volunteers

Identifiers—Orton Gillingham Approach to Remedial Reading

The Junior League/Vancouver School Board tutorial Program began in September 1973. A coordinator was hired to train and supervise community volunteers who would tutor children with reading difficulties using a synthetic phonic program with multisensory reinforcement. Forty children, seventy-seven tutors, and twenty-two schools have participated in the one-to-one program. Twenty-five children and fifty tutors are currently active. Affective data from teachers, pupils, parents, and community groups were totally favorable to the program. All pupils made progress in reading skills. Seventy-seven percent of the pupils met the stated eighty-five percent performance criteria. (Author/BW)

ED 128 410 TM 005 593

Anderson, Edwin R.

An Attempt to Influence Selected Portions of Student Learning.

Washington Univ., Seattle. Educational Assessment Center.
Pub Date May 76

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, Cognitive Objectives, *College Students, *Computer Science Education, Higher Education, Instructional Improvement, *Performance Factors, Programming, Student Testing, *Teacher Developed Materials, *Teaching Techniques, Tests

In an attempt to selectively improve student performance, one-half of a set of difficult test items from a FORTRAN programming class had handouts explaining the concepts underlying the items distributed to the students. Each handout contained a written learning objective, a short prose passage explaining the objective, and one or more practice test questions. Change scores were computed by subtracting the proportion of students getting a test item correct during the experimental quarter from the same proportion in a baseline quarter. Analysis showed no significant difference in the change scores for handout-treated-difficult items and untreated-difficult items. Since objectives had been shown to improve performance on difficult items in a previous experiment, the hypothesis was advanced that the effectiveness of an instructional improvement effort may depend on the learning situation in which the effort is made. (Author)

ED 128 411 TM 005 595

Smith, Kenneth F.

Statistical Survey and Analysis Handbook.

Agency for International Development (Dept. of State), Manila (Philippines).

Pub Date Mar 75

Note—77p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Data Analysis, *Data Collection, *Guides, Measurement, Measurement Goals, Research Design, Sampling, *Statistical Analysis, Statistical Bias, *Statistical Surveys, Statistics

The National Food and Agriculture Council of the Philippines regularly requires rapid feedback data for analysis, which will assist in monitoring programs to improve and increase the production of selected crops by small scale farmers. Since many other development programs in various subject matter areas also require similar statistical appraisals, this handbook was developed to present and explain the underlying principles and processes of scientific surveying. This includes the fundamentals of survey design, statistical sampling procedures, analytical methodologies, and presentation techniques. Often these essential steps are presented in statistical texts, which although technically complete fail to communicate with the nonmathematically oriented. This handbook has therefore been prepared as a step-by-step illustrative guidebook, with the emphasis on transmitting knowledge and creating understanding for subsequent application to typical problems. Although it can be self-studied, ideally this handbook should be used initially as the basis

for intensive, practical workshop training. (Author/BW)

ED 128 412 TM 005 596

Marshall, Gloria

Methods for Minimizing Attrition in Field Studies.

Pub Date [Apr 76]

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Data Analysis, *Data Collection, Evaluation Methods, *Field Studies, *Longitudinal Studies, Quality Control, *Research Design, *Research Problems

Identifiers—*Attrition, Project Follow Through

Attrition, or the loss of study subjects, confounds the subject identification process. Design attrition occurs when subjects initially involved in the study are excluded because of changes in study focus or rationale. Data collection attrition occurs when subjects are excluded because they were not contacted by the data gatherer, or because the contact did not yield the information required for analysis. Data processing attrition occurs when subjects included in the design fail to be included in the study data records. Analysis attrition occurs when subjects included in the design are not deemed valid subjects for the analytic design. Using the evaluation of Project Follow Through as an example, attrition in the data collection process is discussed. The point is made that the data collection staff can play an important role in minimizing attrition in longitudinal studies by gaining the cooperation of subjects, by correctly locating and identifying subjects, and by the use of proper management and administration procedures. (BW)

ED 128 413 TM 005 597

Schlenker, Richard M.

Viktor Lowenfeld's Visual-Haptic Continuum in Grades 9, 10, and 11.

Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Aptitude Tests, *Haptic Perception, *Perception Tests, Scoring, Secondary Education, Test Interpretation, Test Reliability, *Visual Perception

Identifiers—Lowenfeld (Viktor), *Tests for Visual and Haptic Aptitudes

Sixty-nine students in grades 9, 10, and 11 were tested with three of Viktor Lowenfeld's visual-haptic tests in an attempt to ascertain whether students at these levels segregated in a fashion similar to Lowenfeld's sample. Respondents were spread over the visual-haptic continuum as Lowenfeld suggested they should be. However, a large and statistically significant difference was found for the Test of Subjective Impressions, when Lowenfeld's percentages were compared with those of this study. (Author/BW)

ED 128 414 TM 005 598

Sands, William A.

Alternative Item Response Weighting Procedures: Development and Evaluation.

Pub Date [Sep 75]

Note—16p.; Paper presented at the Annual Conference of the Military Testing Association (17th, Fort Benjamin Harrison, Indiana, September 15-19, 1975); Also included in TM 005 585

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Admission (School), College Majors, College Students, *Comparative Analysis, Educational Guidance, *Interest Tests, *Military Personnel, Occupational Guidance, Predictive Ability (Testing), *Scoring Formulas, Statistical Analysis, *Test Interpretation, Test Validity, Vocational Interests, *Weighted Scores

Identifiers—Naval Academy, *Strong Vocational Interest Blank

In order to develop tools for use in the selection and vocational-educational guidance of U.S. Naval Academy midshipmen, three empirically-based scales, designed using the Strong Vocational Interest Blank (SVIB), were developed to predict three criteria: (1) disenrollment for academic reasons, (2) disenrollment for motivational reasons, and (3) military aptitude. The Naval Academy classes of 1971, 1972, and 1973 took the SVIB, and an empirical criterion keying approach was used to select those items having the 75 best responses for each of four different

academic major groupings. Twenty alternative item response weighting methods were evaluated. For each of the four problems, a number of different response weighting methods had essentially the same effectiveness. A parsimonious conclusion would suggest the continued use of the common procedure of assigning positive or negative unit weights to the responses. However, scale test-retest reliability and scoring costs are two pertinent factors which should be included in an overall evaluation of alternative item response weighting procedures for a particular application. (BW)

ED 128 415 TM 005 599
Epstein, Kenneth I.

An Empirical Investigation of Four Criterion-Referenced Testing Models.

Pub Date [Sep 75]

Note—14p.; Paper presented at the Annual Conference of the Military Testing Association (17th, Fort Benjamin Harrison, Indiana, September 15-19, 1975); Also included in TM 005 585

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bayesian Statistics, *Criterion Referenced Tests, *Mathematical Models, Military Personnel, Probability, *Raw Scores, *Statistical Analysis, Test Interpretation, *True Scores

Identifiers—Army, Rasch Model

Since the primary purpose of classical testing is to rank order examinees consistently, the absolute value of the true score has been relatively unimportant. However, the major purpose of criterion referenced testing is to estimate the true capabilities of examinees to perform specific tasks. Hence, the problems of true score determination assume critical importance. Four measurement models which have potential for evaluating the results of criterion referenced tests are discussed here. The proportion correct model assumes that the proportion of sample trials scored correct is an unbiased estimate of the proportion correct in the infinite domain for that individual. The binomial error model adds the specification of the conditional distribution for the observed score for the given true proportion correct. The third model applies the philosophy implied in the binomial error model to Bayesian statistical theory, and the final model is the Rasch one parameter logistic model. Advantages and disadvantages of each are discussed, but the final choice of a model is to be based on the needs of the testing program and the resources available to analyze the data. (BW)

ED 128 416 TM 005 600

Rodriguez-Brown, Flora V. And Others

Longitudinal Design Considerations for the Evaluation of Bilingual Programs.

Pub Date [Apr 76]

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, *Bilingual Education, Bilingual Students, Community Characteristics, Comparative Testing, Data Collection, Evaluation Methods, Language Programs, *Longitudinal Studies, Norms, Parents, Program Content, *Program Evaluation, *Research Design, School Districts, Statistical Analysis, Student Characteristics, Student Evaluation, Test Validity

Five elements necessary for the rigorous evaluation of bilingual programs are discussed: (1) careful collection of meaningful baseline data from selected subjects; (2) the identification and development of instruments to measure key variables, such as context and student characteristics; (3) the identification of treatment characteristics, such as curriculum design and materials, or the method of language usage; (4) the establishment of longitudinality; and (5) the interpretation of results in implementable terms that are meaningful to teachers, policy makers, and researchers. Other considerations discussed are the validity of available tests, data collection and management, and statistical analysis of the data. (BW)

ED 128 417 TM 005 601

Steinheiser, Frederick, Jr.

A Bayesian Method for Maximizing Correct Mastery Classifications.

Pub Date [Sep 75]

Note—24p.; Paper presented at the Annual Conference of the Military Testing Association (17th, Fort Benjamin Harrison, Indiana, September 15-19, 1975); Also included in TM 005 585

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Ability, Achievement, *Bayesian Statistics, *Classification, *Criterion Referenced Tests, Cutting Scores, *Mathematical Models, Military Personnel, Personnel Evaluation, *Probability, Psychometrics, Scores, *Testing, Test Interpretation

Identifiers—Army, Mastery Tests

Summarizing work which is part of an Army research program on Methodological Issues in the Construction of Criterion Referenced Tests, the focus of this paper is on a Bayesian model, which gives the probability of correctly classifying an examinee as a master or as a nonmaster while taking into consideration the test length and the mastery cut-off score. Bayes' Theorem is a mathematical expression which allows the combination of information about the quality of the examinee population so as to produce a probabilistic estimate of mastery for a specific examinee. This approach can give the most accurate ability estimate for each examinee by using the fewest number of test items, provided that accurate estimates of the "quality parameters" have been made. A method of estimating these parameters from commonly available information is also explained. (Author/BW)

ED 128 418 TM 005 602

Sachse, Thomas P. Sanders, James R.

The State of the Art in Applied Performance Testing.

Pub Date [Sep 75]

Note—17p.; Paper presented at the Annual Conference of the Military Testing Association (17th, Fort Benjamin Harrison, Indiana, September 15-19, 1975); Also included in TM 005 585

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Clearinghouses, *Information Centers, *Information Sources, Job Skills, Performance Based Education, *Performance Tests, Simulation, *State of the Art Reviews, *Task Performance

Identifiers—*Applied Performance Testing, Clearinghouse for Applied Performance Testing
Applied performance tests are instruments designed to measure performance in an actual or simulated setting. The identifying difference between applied performance and other tests is the degree to which the instrument approximates the reality of the situation in which the task must be performed. A Clearinghouse for Applied Performance Testing (CAPT) was proposed and undertaken in 1974 by a consortium of four states—Hawaii, Oregon, Pennsylvania and Washington—in cooperation with the Northwest Regional Educational Laboratory. Initially, CAPT emphasized the collection and dissemination of materials concerned with subject matter areas included in a traditional public school setting at grade levels K-12, but since the bulk of the research had been undertaken in business, the military, vocational/occupational training, professional education and adult education, collective efforts have been expanded to facilitate finding materials adaptable for public school use. The procedures used in collecting information, and also other sources for materials on applied performance testing, are discussed. (BW)

ED 128 419 95 TM 005 604

St. Pierre, Robert G. Proper, Elizabeth C.

Attrition: Identification and Exploration in the National Follow Through Evaluation.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [Apr 76]

Contract—300-75-0134

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Analysis of Covariance, Compensatory Education Programs, Data Collection, Dropouts, Family Income, *Longitudinal Studies, Multiple Regression Analysis, Pretests, Program Evaluation, *Research Problems, *Sampling, *Statistical Bias, Student Characteristics

Identifiers—*Attrition, Project Follow Through

A general interest in attrition, or loss of units from a study, stems in part from the observation that the infrequency of attention to attrition exacerbates problems of data interpretation. As a substudy of the national evaluation of Project Follow Through, the potential biasing effects of attrition of subjects from the sites were investigated. Policy attrition, the administrative dropping of a unit; program attrition, loss of subjects due to mobility, dislike of the treatment, etc.; and sample attrition, units omitted because of deficient data, have been defined, but were not distinguished in this research. The relationship between attrition, pretest score, and income level were studied. In the few cases where additional variance was accounted for by the interaction of pretest or income with treatment within-site, an interpretation of the possible biasing effects of attrition was made in the evaluation of the specific site. It is suggested that in cases where differential attrition is found, the offending variable be considered for use as a covariate. (BW)

ED 128 420 TM 005 605

Christal, Raymond E. Weissmuller, Johnny J.

New CODAP Programs for Analyzing Task-Factor Information.

Pub Date [Sep 75]

Note—18p.; Paper presented at the Annual Conference of the Military Testing Association (17th, Fort Benjamin Harrison, Indiana, September 15-19, 1975); Also included in TM 005 585

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Computer Programs, Job Analysis, *Occupational Information, Performance Factors, Rating Scales, *Task Analysis, Test Reliability

Identifiers—CODAP, *Comprehensive Occupational Data Analysis Programs

Several new programs have been added to those of the Comprehensive Occupational Data Analysis Programs (CODAP), all oriented toward analyzing and manipulating information describing work tasks, rather than jobs or persons. REX-ALL analyzes the inter-rater agreement among judges concerning task-factor ratings. TSKFAC adds factor weight vectors to the JOB DESCRIPTION file. FACSTD generates a file of rater background information and raw ratings. FACSPC computes, displays, and saves mean factor ratings for identified groups of raters. COMGEM generates and saves factors and factor composites through user-specified operations. TSKCOR extracts vectors from the JOB DESCRIPTION file and computes intercorrelations and user-specified regression equations. PREFAC applies equation weights and produces a predictor score vector. TSKCAT generates a user-specified vector of 1's and 0's to identify tasks of interest. FACSUM selects, sorts, and prints task-factor information, and computes new vectors based on differences between vectors, maximums or minimums of vector sets, cumulative percentages, and categories of tasks developed by six arithmetic operators. These programs fill an important gap by equipping the analyst with tools for addressing new problem areas. (Author/BW)

ED 128 421 TM 005 606

Schmidt, Frank L. And Others

A Performance Measurement Feasibility Study: Implications for Manpower Policy.

Michigan State Univ., East Lansing. Dept. of Psychology.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-17-71-48; PB-240-809

Pub Date Sep 74

Contract—DL-82-17-71-48

Note—242p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (PB-240-809, MF \$2.25, MC \$7.50)

Document Not Available from EDRS.

Descriptors—*Achievement Tests, Apprenticeships, Certification, Employment Qualifications, Feasibility Studies, Group Tests, Job Skills, *Manpower Development, Metal Working Occupations, *Performance Tests, *Personnel Evaluation, *Personnel Selection, Scoring, Skilled Occupations, *Technical Occupations, Test Bias, Test Construction, Testing, Test Reliability, Test Validity

Utilizing eight apprentices in the mental trades, this study empirically evaluated a number of techniques designed to produce performance

tests that are economically feasible, reliable, content-valid, and less disadvantageous to minority group members than paper-and-pencil measures. The final test was economically feasible, reliable with respect to interscorer agreement and internal consistency, and content valid. In addition, performance test total scores showed substantially smaller majority/minority differences than did paper-and-pencil tests. An adequate test of performance test score stability over time, however, was precluded by practical problems. An additional study was recommended to address the question of temporal stability. Implications for manpower policy, especially in the areas of occupational licensure and apprenticeship training, were discussed. (NTIS/BW)

ED 128 422 TM 005 607
Thomas, David B.

Discriminant Analysis Applied to Sequential Testing.

Spons Agency—Iowa Univ., Iowa City.

Pub Date [Sep 75]

Note—21p.; Paper presented at the Annual Conference of the Military Testing Association (17th, Fort Benjamin Harrison, Indiana, September 15-19, 1975); Also included in TM 005 585

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Computer Assisted Instruction, *Computer Oriented Programs, *Discriminant Analysis, Educational Technology, *Individualized Instruction, Predictive Validity, Probability, *Sequential Approach, Sequential Programs, *Student Placement, *Testing, Test Reliability, Tests

Individualized instruction programs have imposed an increased reliance on tests as a means of selecting and routing students through sometimes complex programs. Testing which occurs within the training sequence is particularly vulnerable to inefficient use of both trainee and instructor time, but computer-based instruction system can provide a means for monitoring and scheduling the routings. Both branched tests and short linear tests have been used, but both have disadvantages not present with the use of the sequential testing model. The sequential test may be described as one in which an examinee is given a test item, the response to the current item as well as previously administered items is evaluated in a certain way, and the examinee is either assigned to one of a number of classes and testing stopped, or judgment is suspended and testing continues. If single items from a test are employed for the derivation of discriminant functions, then functions could be computed to provide classifications after a small number of test items had been administered. This technique results in probabilities of group membership every time a linear combination is computed, and may be adapted to sequential testing by the addition of a termination rule. (BW)

ED 128 423 TM 005 608
Gleadow, N. E.

Year-One Evaluation of French in the Elementary Schools. Research Report 75-17.

Vancouver Board of School Trustees (British Columbia). Education Services Group.

Pub Date Aug 75

Note—62p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Bilingual Education, *Conversational Language Courses, Curriculum Evaluation, *Elementary Education, *French, Grade 6, Grade 7, Itinerant Teachers, Language Instruction, *Language Programs, Language Tests, Program Descriptions, *Program Evaluation, Questionnaires, Second Language Learning

Identifiers—British Columbia (Vancouver)

During the 1974-1975 school year eight itinerant French teachers travelled among 20 elementary schools teaching oral French to Grade 6 and Grade 7 students. Each teacher was responsible for two or three schools. The course was based on the book *Le Français Partout-Cours Preliminaire* (1967) ed.). The study described in this report was initiated to provide a baseline of data for evaluating and monitoring the program in subsequent years and to describe the 1974-75 program and provide information for changes and improvements. The results of this study indicated that there were definite gains in the students' aural skills in French. A large percentage indicated that they felt the program should continue, and slightly fewer wanted to take another French course in the following year. The itinerant teachers expressed general satisfaction with the program. They all said they would be willing to devote as much time to it in the following years, though the travelling, large class sizes, and carrying materials around with them were disadvantages. The question of whether this course should be taught by resident teachers or itinerant teachers has not been resolved and should be addressed in the next years of this study. (Author/BW)

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ED 128 424 TM 005 609
Middleton, M. A.

An Evaluation of the Work Experience Education Program in Five Vancouver Secondary Schools. Research Report 75-19.

Vancouver Board of School Trustees (British Columbia). Education Services Group.

Pub Date Oct 75

Note—38p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Curriculum Evaluation, Employer Attitudes, Factor Analysis, Parent Attitudes, *Program Evaluation, *Secondary Education, Student Attitudes, Student Opinion, Student Placement, Surveys, Teacher Attitudes, Vocational Adjustment, Vocational Maturity, *Work Experience Programs

Identifiers—British Columbia (Vancouver)

Since the spring semester of 1974, the Work Experience Program has been operating in a number of secondary schools in Vancouver, British Columbia. This report is a survey of opinions from students, employers, parents and teachers regarding various aspects of the Work Experience Program. The purpose of the program is not to create job skills as much as it is to help students become self-directed, confident, and mature adults. The majority of survey respondents favored the program, and the objectives of the program were met. Weakness in the program is seen in some of the placements of students, and some students wished to be provided with more information regarding their placements and the program. Some employers desired placements longer than half days, and some teachers commented that there was too much lost class time. (Author/BW)

ED 128 425 TM 005 610
Stufflebeam, Daniel L.

Educational Evaluation: Some Questions and Answers.

Pub Date [Feb 76]

Note—17p.; Paper presented at the Annual Meeting of the American Association of School Administrators (Atlantic City, New Jersey, February 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrator Guides, Definitions, *Evaluation, Models

A conceptual framework that educational administrators may want to adopt as a general guide for their evaluative activities is described. In conceptualizing evaluation, the author sets forth ten questions that anyone trying to understand evaluation might ask and answers them with these statements: (1) evaluation is the ascertainment of merit; (2) evaluation may be applied to a variety of objects; (3) evaluation serves multiple audiences; (4) evaluation serves both decision making and accountability; (5) evaluation assesses goals, plans, activities, and results; (6) evaluation provides both descriptive and judgmental information; (7) evaluation is conducted by both insiders and outsiders; (8) evaluation follows a process of delineating, obtaining, and applying information from the evaluation; (9) evaluation should itself be evaluated for its technical adequacy, utility, ethical treatment of people, and cost effectiveness; and (10) evaluation is defined as the process of delineating, obtaining, and applying descriptive and judgmental information concerning some object's merit as revealed by its goals, plans, process, and product for the purposes of decision making and accountability. (RC)

ED 128 426 95 TM 005 611
Karlson, Alfred L. Stodolsky, Susan S.

Predicting School Outcomes from Observations of Child Behavior in Classrooms.

Chicago Univ., Ill. Chicago Early Education Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date [Feb 73]

Grant—OEO-CG-8469

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 1973)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Class Activities, *Classroom Observation Techniques, Cognitive Development, Cognitive Tests, Disadvantaged Youth, Evaluation Methods, *Individual Differences, Prediction, Preschool Education, *Preschool Programs, Program Effectiveness, *Program Evaluation, Social Class, Statistical Analysis, *Student Behavior, Test Results

Identifiers—*Montessori Method, Project Head Start

A modified Montessori nursery school program operating in a private urban school serving a racially heterogeneous population was evaluated. The project called for investigating the educational effects of the program on both Head Start and middle class children. The impression was that children participated in the project differentially. That is, they had unique patterns of work and play when they were given a choice of different activities. The evaluation procedures spanned the entire school year. Tests were administered to a total sample of 58 children, divided equally by social class during the first and last month of the school year. The classroom observations were recorded for a subset of this group, which contained 43 children. This sample of 43 children was also equally divided by social class. Each Head Start child was pair-matched to the extent possible on age, sex, classroom, and previous school experience with a middle class child. Twenty six of these children were above four years of age and received the Wechsler Preschool and Primary Scale of Intelligence and the Stanford-Binet, L. M., the remaining children received the Merrill Palmer Scale of Mental Tests and the Stanford-Binet. Classroom observations were conducted during the period between testings. Findings are discussed in terms of the observational data, the test data, and the relationship between the two. (RC)

ED 128 427 TM 005 612
Evaluation of Title I ESEA Projects, 1974-75:

Technical Reports. Report No. 7606.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date Nov 75

Note—404p.; For related documents, see ED 060 130, ED 083 269-272, ED 103 542, ED 113 385, and ED 115 678

EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage.

Descriptors—*Compensatory Education Programs, Disadvantaged Youth, Educational Objectives, Elementary Secondary Education, Enrichment Programs, Evaluation Methods, *Federal Programs, Mathematics Education, *Program Evaluation, Reading Programs, *School Districts, Technical Reports

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Pennsylvania (Philadelphia), *Philadelphia Pennsylvania School District

Technical reports of individual Title I project evaluations conducted during the 1974-75 school year are contained in this annual volume. It presents information about each project's rationale, expected outcomes, mode of operation, previous evaluative findings, current implementation, and attainment of its objectives. Projects included are: Affective Education, Benchmark, Bilingual Education, Communications Experiences, Comprehensive Mathematics, Comprehensive Reading Project, Computer-Managed Instruction, Counseling Services, Creative Dramatics, Education in World Affairs, English as a Second Language—Readiness, English to Speakers of Other Languages, Enrichment Activities for Hearing-Impaired Pupils, Episcopal Academy: Summer Enrichment, Follow Through, Institutions for Neglected and Delinquent Children, Intensive Learning Center, Itinerant Hearing Service, Learning Centers, Meet the Artist, Motivation, Multimedia Center, Out-of-School Sequenced Science Experiences, Pennsylvania Advancement School, School-Community Coordinator, Speech and Hearing, Speech-Therapy

Clinics, Summer Special Education, Walnut Center, and Young Audiences. (Author/BW)

ED 128 428 TM 005 613

Jacobson, Thomas J.

A Study of California High School Proficiency Examination Candidates in the Grossmont Union High School District; Second Test Administration, March 1976.

Grossmont Union High School District, Calif.
Pub Date 21 Jun 76

Note—29p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Standards, *Equivalency Tests, *Failure Factors, Graduation Requirements, High School Students, Questionnaires, *Secondary Education, State Programs, Statistical Analysis, *Student Characteristics, *Success Factors, Tables (Data), Testing Programs

Identifiers—*California High School Proficiency Examination, *Minimal Competency Examinations

The current study is a comparison of the characteristics of the candidates from the Grossmont Union High School District who took the March 1976 administration of the California High School Proficiency Examination, with special attention to the differences between those candidates who passed the examination and those who did not. Significant differences were noticed in sex; race; language spoken in the home; grades in English, science, mathematics, and foreign language; number of failing grades received; number of elementary schools attended; educational and vocational plans; reasons for attending high school; curriculum studied in high school; attitude toward high school administrators; and areas in which the students felt they did not receive adequate instruction. (BW)

ED 128 429 TM 005 614

Pedrin, Bonnie C. Pedrin, D. T.

The Usefulness of ACT Scores in Predicting Achievement and Attrition Among Disadvantaged and Regular Freshmen: A Survey and Study.

Note—194p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Academic Achievement, *College Entrance Examinations, College Freshmen, *College Students, *Disadvantaged Youth, *Dropout Identification, Dropout Rate, *Grade Prediction, Higher Education, Low Income Groups, *Predictive Ability (Testing), Racial Differences, Scores, Standardized Tests, Test Bias

Identifiers—*American College Test

The purposes of this study were to determine (1) the usefulness of ACT composite scores in assessing and predicting achievement and attrition of disadvantaged and regular freshmen at the University of Nebraska at Omaha during the 1972-73 academic year, and (2) the effectiveness of a special program in keeping low income students in school during their freshman year. Factors considered were: ACT scores, college grades, race, sex, socioeconomic status, financial aid, and employment. It was found that ACT scores were effective predictors of college grades among white students, but not among black students, regardless of income level. ACT scores were also effective predictors of attrition/persistence only among regular students in large samples, college grades being more potent for this purpose. The special program appeared more successful than the regular program in preventing attrition, especially among men and blacks; and receiving financial aid was better than not receiving financial aid. (Author/BW)

ED 128 430 95 TM 005 615

Arends, Jane H. And Others

Evaluation Design for the Establishment of a Technical Assistance Unit in the Improving Teaching Competencies Program.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Basic Skills Group. Learning Div.

Pub Date Jun 76

Contract—400-76-0046

Note—38p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Data Collection, Educational Programs, *Evaluation Methods, Feasibility Studies, *Information Dissemination, *Instruc-

tional Systems, Teacher Improvement, *Technical Assistance

Identifiers—Improving Teaching Competencies Program

Establishment of a Technical Assistance Unit (TAU) is one of several work components of the Field Relations and Dissemination Work Unit of the Improving Teaching Competencies Program (ITCP) of the Northwest Regional Educational Laboratory in fiscal year 1976. The purpose of establishing the TAU as an adjunct to other ITCP activities is to make available the ITCP's instructional systems. The purpose of this report is to present the evaluation design for the TAU. The report is divided into three main sections and includes several appendices. The first section describes: (1) the context for this evaluation, including its purposes; (2) the TAU as the subject and the primary audience of this evaluation; (3) objectives of the TAU in fiscal year 1976; and (4) questions to be answered in this evaluation. The second section of the report includes descriptions of five methods through which evaluation information will be obtained. The plan for reporting the information obtained is presented in the third section of the report. Contained in the appendices are time schedules for various evaluation activities, worksheets summarizing the evaluation questions, sources of information, instrumentation and reporting procedures, and postsession reaction form. (Author)

ED 128 431 95 TM 005 616

Evaluation Design for Preparing Educational Training Consultants: A Case Study.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Basic Skills Group. Learning Div.

Pub Date Jun 76

Contract—400-76-0046

Note—93p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Case Studies, *Change Strategies, *Consultants, Data Collection, *Evaluation Methods, Instructional Materials, *Instructional Systems, *Organizational Development, *Professional Training, Resource Materials

Identifiers—Improving Teaching Competencies Program, *Preparing Educational Training Consultants

Preparing Educational Training Consultants (PETC) is a series of cumulative and interrelated instructional materials including training strategies and procedures plus participant instructional materials that can be used as resource materials for training and consulting purposes. It is a package of resource materials that carries with it a change support process termed organizational development. The PETC series culminates in the training of selected educational personnel who will then provide organizational training and consultation to local educational organizations. This report presents the evaluation design for a case study of the PETC instructional systems and accompanying change strategy. The first section describes the context of the evaluation, the purpose of the evaluation and major questions to be addressed, the PETC instructional systems, and the audience for which the evaluation is intended. The second section includes the rationale for the methodology employed in this study, a description of the methods and procedures used to collect information, possible instrumentation, and plans for data analysis and reporting. Appendices contain descriptions of program products, a discussion of problems of research on planned change in schools, and examples of instruments. (RC)

ED 128 432 95 TM 005 617

Reinhard, Diane L. And Others

Evaluation Designs for the Improving Teaching Competencies Program Dissemination Strategies.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Basic Skills Group. Learning Div.

Pub Date Jun 76

Contract—400-76-0046

Note—84p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Diffusion, *Evaluation Methods, Individualized Instruction, *Information Dissemination, *Instructional Systems, Workshops

Identifiers—Improving Teaching Competencies Program

Evaluation designs are presented for these work components of the Improving Teaching Competencies Program (ITCP): (1) developing, implementing, and evaluating a strategy for disseminating selected ITCP instructional systems in Individually Guided Education (IGE) schools; (2) developing, implementing, and evaluating a strategy for disseminating ITCP instructional systems in the Florida Teacher Center network; and (3) planning, implementing, and evaluating three regional workshops using selected ITCP instructional systems. The first section of the report contains: (1) the context for this evaluation, including purpose, constraints, and primary audiences; (2) a description of the dissemination/diffusion strategies being evaluated; (3) objectives of the strategies; (4) questions to be answered in this evaluation; and (5) sequencing and emphasis of the evaluation. The second section includes descriptions of evaluation investigations to be conducted, the designs, variable emphasis, and means of data collection. The third section contains a plan for providing the information obtained. Contained in the appendices are: (1) worksheets summarizing the evaluation questions, sources of information, instrumentation, and analysis suggestions; (2) time schedules for various evaluation activities; (3) complete descriptions of contents of training to be conducted; and (4) preliminary drafts of instruments. (RC)

ED 128 433 TM 005 618

Johnson, Richard T.

Conducting Large-Scale Examinations: A Handbook.

Pub Date Jul 71

Note—165p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Administration, *Admission (School), *Competitive Selection, Costs, *Developing Nations, Examiners, Group Tests, *Guidelines, Higher Education, Item Analysis, Personnel Selection, Pretesting, Publicize, Scoring, Secondary Education, Test Construction, *Testing, *Testing Programs, Vocational Education

Identifiers—Test Security

In developing countries, for the most part, traditional methods of selecting students for secondary schools, technical and vocational institutions, teacher training colleges, and universities are unable to ensure that the most capable applicants receive the limited opportunities available. To remedy this situation, the author has assembled and incorporated into this handbook a collection of testing procedures which he has found useful in large-scale testing programs in developing countries. In his discussion, the term "large scale" describes examinations taken by at least a thousand candidates on a single schedule date. Nevertheless, most of the chapters are applicable to examinations given on a smaller scale. The handbook may also be valuable to school headmasters and teachers who are interested in the workings of a testing organization, a body that often exerts great influence on their lives and those of their pupils. The handbook is divided into these sections: (1) Publicity, (2) Registration, (3) Item Preparation, (4) Pretesting, (5) Editing, (6) Reproduction, (7) Distribution/Administration, (8) Scoring/Processing/Reporting, (9) Overall Security, and (10) Costs. (RC)

ED 128 434 TM 005 620

Fruchter, Dorothy A. Higginson, George M.

The TATTLETOOTH Dental Program (Covering the Field Test Phase, Second Year). Evaluation Report.

Educational Development Corp., Austin, Tex.

Spons Agency—Texas State Dept. of Health Resources, Austin.

Pub Date Aug 76

Note—123p.; For related document, see ED 117 131

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Curriculum Development, *Curriculum Evaluation, Dental Evaluation, *Dental Health, Elementary Secondary Education, Evaluation Methods, Field Studies, *Health Education, Inservice Teacher Education, Instructional Materials, Measurement Techniques, *Program Evaluation, Statistical

Analysis, Systems Approach, Teacher Attitudes, Tests
Identifiers—*Tattletooth

The Tattletooth program is a new dental health curriculum in which the students learn in the classroom to care for their teeth through brushing, flossing, and proper diet; and they receive needed support and encouragement to form good dental habits from their parents, dentists, and from community groups. Classroom materials for the Tattletooth curriculum impart an activity-oriented, humorous, positive approach to the teaching of preventive dental care. Separate lesson plan kits have been developed for each of nine grade levels: kindergarten, six elementary grades, junior high school, and senior high school. Tattletooth consists of a number of components in addition to the curriculum package. This report makes six conclusions: (1) teacher training was satisfactory; (2) curriculum materials were generally successful, and educational progress was made in all grade levels; (3) in all cases the field test groups made better dental progress than the respective control groups; (4) teachers used the curriculum materials with their own augmentations; (5) teachers liked the program; and (6) much regional variability was found. Recommendations in keeping with these conclusions are made. The report includes examination instruments, educational and dental procedural instructions, and educational statistics in appendices. (Author/RC)

ED 128 435 TM 005 624

Community Education Need/Resource Assessment: Statistical Information.

Pennsbury School District, Fallsington, Pa.
Spons Agency—Bucks County Public Schools, Doylestown, Pa.; Research and Information Services for Education, King of Prussia, Pa.
Pub Date Apr 76

Note—63p.; For a related document, see TM 005 625

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Community Education, *Community Resources, *Educational Needs, *Educational Resources, *Needs Assessment, *Statistical Data

Identifiers—Pennsbury School District, Pennsylvania (Fallsington)

The statistical data generated by the Pennsbury, Pennsylvania school district's assessment of the needs and resources of the community are presented here. The study itself consisted of two phases: (1) an Opinion Inventory to find out how a random sampling of community and school staff felt about the ideas of community education, and (2) questionnaires to ascertain which programs, activities, and courses most interested a sampling of the community; how many might participate in each one; and what human resources might be available to help implement these programs. (Author/BW)

ED 128 436 TM 005 625

Community Education Need/Resource Assessment: A Summary Report.

Pennsbury School District, Fallsington, Pa.
Spons Agency—Bucks County Public Schools, Doylestown, Pa.; Research and Information Services for Education, King of Prussia, Pa.
Pub Date Apr 76

Note—60p.; For a related document, see TM 005 624

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Community Attitudes, *Community Education, Community Involvement, *Community Resources, Community Study, *Educational Needs, *Educational Resources, Evaluation Methods, *Needs Assessment, School Attitudes, *School Community Cooperation, Teacher Attitudes

Identifiers—Pennsbury School District, Pennsylvania (Fallsington)

The proposal to do this project was the result of a two-day workshop which was attended by leaders of the Pennsbury, Pennsylvania school district and of the community who explored ways to better utilize the resources of school and community, identify needs and emerging problems, and foster the concept of home, school, and community. Phase I of the study consisted of an opinion inventory to find out how a random sampling of community and school staff felt about the ideas of community education, the concept that schools and communities share the responsibility for providing educational, recreational, cul-

tural and social services. The second phase of the study found out which programs, activities, and courses most interested a sampling of the community; how many might participate in each one; and what human resources might be available to help implement these programs. (Author/BW)

ED 128 437 TM 005 626

Turner, Robert V. And Others

Virginia Educational Needs Assessment in the Cognitive-Affective Domains, 1969 and 1975.

Note—21p.; For related documents, see ED 042 263 and ED 093 899

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, Affective Objectives, Attitude Tests, Cognitive Objectives, *Educational Assessment, Educational Needs, *Educational Objectives, Elementary Secondary Education, Longitudinal Studies, *Needs Assessment, Reading Tests, *State Programs, Student Testing, Writing Skills

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III, *Virginia

The 1969 Virginia Needs Assessment project was conducted in two stages: (1) identification of statewide school program goals, and evidences of programmatic effort and outcomes; and (2) the development of a model that focused on the learner in the school environment, and incorporated cognitive, affective, and facilitative data in the context of the student's self system interacting with the social system. For the 1974 project, it was not necessary to redefine objectives or to redesign the strategies and instrumentation used to measure them. Instead, the goals for the 1974 project were to update the status of learner outcomes by reassessing performance in a longitudinal sample, and to investigate the measurable relationships between student characteristics in the cognitive and affective domains. Results and discussion of the findings are presented. (Author/BW)

ED 128 438 TM 005 627

Mausser, August J.

Assessing the Learning Disabled: Selected Instruments.

Pub Date 76

Note—89p.

Available from—Academic Therapy Publications, 1539 Fourth Street, San Rafael, California 94901 (\$4.25)

Document Not Available from EDRS.

Descriptors—Adults, Aptitude Tests, Creativity Tests, Diagnostic Tests, Elementary Secondary Education, Intelligence Tests, Language Tests, *Learning Disabilities, Mathematics, Oral Reading, Perceptual Motor Coordination, Preschool Tests, Psychomotor Skills, Reading Readiness Tests, Reading Tests, School Readiness Tests, *Test Reviews, *Tests, Vocational Aptitude

More than three hundred assessment tools applicable for the evaluation of children and adults with specific learning disabilities in terms of age applicability, time to administer, and salient characteristics are briefly described. They are grouped into ten categories: Intelligence Tests, Preschool Readiness Tests, Motor, Sensory, and Language Tests, Reading Readiness Tests, Diagnostic Reading Tests, Survey Reading Tests, Oral Reading Tests, Diagnostic Tests of Math Abilities, Creativity Tests, and Vocational Tests. The majority of the tests presented have been standardized and are commercially available. A few instruments presented are presently under development, but may be acquired by contacting the source location cited. (Author/BW)

ED 128 439 TM 005 628

Olmstead, Joseph A. And Others

Research on Utilization of Assessment Results and Methods. Final Technical Report.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Report No.—HumRRO-FTR-D4-74-18

Pub Date Jun 74

Contract—DAHC-19-74-C-0011

Note—265p.

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—Curriculum Planning, *Evaluation Methods, Examiners, Leadership Training, *Military Personnel, Military Schools, *Military Training, Performance Tests, *Personnel Evaluation, *Personnel Selection, Situational

Tests, Training Techniques, *Vocational Counseling

Identifiers—Army

The Army has established an Assessment Center Pilot Program at The Infantry School, Fort Benning, Georgia. The purpose of the program is to determine the feasibility of assessment centers for the Army. The project described in this report was designed to contribute to two particular objectives of the pilot program. These objectives were (1) to identify potential uses of assessment results and techniques in accomplishment of the leadership development mission of the Infantry School and the Army, and (2) to develop ways of improving assessment procedures and methodology for use by the Army. To fulfill these objectives, four discriminable tasks were undertaken: (1) to investigate potential uses of assessment results; (2) to identify potential uses of assessment methods for training; (3) to develop procedures for training assessors to use observational and recording techniques; and (4) to develop a model for designing assessment exercises, or situational tests. (Author/BW)

ED 128 440 TM 005 629

National Council on Measurement in Education Task Force on Measurement of Affective Outcomes. Final Report.

Pub Date [Apr 76]

Note—10p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Affective Behavior, *Affective Objectives, *Affective Tests, *Evaluation Methods, Measurement, *Testing Problems, Test Reliability, Test Validity

Over forty articles dealing with studies of affective variables were analyzed in this report of the Elementary School Subcommittee of the National Council on Measurement in Education's Task Force on Measurement of Affective Outcomes. The measurement problems were of both a theoretical and practical nature. The greatest practical problem is establishing validity mainly because of problems in conceptualizing the constructs. Another major problem is developing a measurement model. Affective variables are, of their nature, introspective and idiosyncratic. But training has been to deprecate such measurement. The major theoretical problem is the need for different criteria for evaluating these instruments. They should not be judged by the same criteria as cognitive measures because their aims are different. (Author/BW)

ED 128 441 TM 005 630

Carlson, Alfred B.

Factor Analysis and Validity Study of the Law School Admission Test Battery.

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Entrance Examinations, *Factor Analysis, Higher Education, *Item Analysis, *Law Schools, *Predictive Validity, Professional Education, Test Validity

Identifiers—*Law School Admission Test

A factor analysis of the Law School Admission Test (LSAT) battery was undertaken to gain a better understanding of the specific abilities which contribute to performance on the tests. To determine whether greater amounts of testing time should be allocated to groups of items defined by the factor analysis, a validity study was conducted. Existing section of the LSAT, the morning test, were shown to correspond closely to the factors. Variance in the afternoon tests was adequately explained by LSAT factors. It was shown that the length of the test battery could be reduced to a half day of testing time without impairing predictive validity. (Author/BW)

ED 128 442 TM 005 631

Frederiksen, Norman Ward, William C.

Development of Measures for the Study of Creativity.

Educational Testing Service, Princeton, N.J.

Spons Agency—Graduate Record Examinations Board, Princeton, N.J.

Report No.—ETS-RB-75-18; GREB-72-2P

Pub Date Jun 75

Note—153p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Behavioral Science Research, Correlation, *Creative Thinking, *Creativity Tests,

Factor Analysis, Graduate Students, Higher Education, Job Analysis, *Performance Tests, *Problem Solving, Researchers, Response Style (Tests), Scoring Formulas, Simulation, Test Reliability, Test Validity

Identifiers—*Test of Scientific Thinking

A set of tests that might be reasonably used as provisional criterion measures in research on scientific thinking, particularly creative thinking, were developed and an assessment was made of the suitability of these tests as criterion variables from the standpoint of their psychometric properties. The Tests of Scientific Thinking are performance tests that simulate aspects of the job of a behavioral scientist. The tests are: Formulating Hypotheses, Evaluating Proposals, Solving Methodological Problems, and Measuring Constructs. The examinee proposes a number of solutions—not only the one considered best, but also others that should be considered. A scoring method was developed that requires the scorer to assign values to categories of responses rather than to make subjective evaluations. Six scores were studied: (1) average quality of the responses the examinee thinks are best; (2) average quality of all responses; (3) average quality of the best response by category scoring; (4) number of responses; (5) number of unusual responses; and (6) number of responses that are both unusual and of high quality. The tests were administered to about 4,000 graduate school applicants using an item sampling procedure. Test difficulty was found appropriate for advanced students and reliabilities were high enough to be useful. Factors analyses were performed to clarify the structure of the interrelationships among the various scores for the four tests. The tests seemed face valid, but evidence of construct validity is needed. (RC)

ED 128 443 TM 005 633

Osguthorpe, Russell T. And Others

The Effects of Definition and Instance Presentation on Concept Acquisition.

Pub Date [Apr 76]

Note—36p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Students, *Concept Formation, *Concept Teaching, Confidence Testing, *Definitions, Higher Education, Instructional Design, Statistical Analysis, *Teaching Techniques

A 4 x 4 factorial experiment was conducted with 152 college age volunteers to investigate the effects of different forms of mathemagetic information (algorithms, heuristics, attribute elaboration, and attribute isolation) on concept acquisition. Results showed that both definition and instance presentation had a significant effect on students' ability to correctly classify novel instances and their confidence in their responses. It was shown that heuristic definitions produce patterns of confidence that differ from those of other definition types. It can be concluded that: (1) definition and instance presentation both play an important role in concept acquisition, (2) students can benefit both affectively and instructionally from the expository presentation of classification algorithms and heuristics and (3) confidence is more closely related to definition than to inquisitory instance presentation. (Author)

ED 128 444 TM 005 635

McBurnette, Patrick E. And Others

Two Studies on Student Perceptions of Isolation in Desegregated School Settings.

Southwest Educational Development Lab., Austin, Tex.

Pub Date [Apr 76]

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Anglo Americans, *Cultural Isolation, *Educational Environment, Ethnic Relations, *High School Students, *Integration Effects, Mexican Americans, Minority Groups, Needs Assessment, Negro Students, Questionnaires, School Integration, Secondary Education, Social Isolation, *Student Alienation, *Student Attitudes, Student Needs

Two studies reporting the results of surveys of minority student perceptions of isolation extent in

desegregated school settings in Texas and New Mexico are presented. Study I involved Mexican-American students who were given a 25-item questionnaire concerning their perceived educational environment. Students were asked to what extent each condition existed in their school and to what extent it should exist. A discrepancy between the two responses indicated an area of perceived isolation. A factor analysis was conducted on the discrepancy scores to investigate clustering of areas of isolation and to verify the construction of the instrument into social, academic and extracurricular areas. In study II a 26-item instrument for assessing perceived student needs in various areas of cultural specifics was administered to 200 students in grades seven through twelve. The instrument allowed for the identification of perceived student needs through a comparison of their responses to each item across the response columns. The first column response indicated how strongly the student agreed with the proposition contained in each item; second column response indicated a perception as to the extent that the proposition contained in each item is presently being taught in the school curriculum. Results are reported on the basis of the total sample analysis, of an ethnicity analysis and of a sex analysis. (RC)

ED 128 445 TM 005 636

Warren, Johathan R.

Prediction of College Achievement Among Mexican-American Students in California.

Educational Testing Service, Berkeley, Calif.

Spons Agency—College Entrance Examination Board, New York, N.Y.

Report No.—CEEED-RDR-76-77-No-1; ETS-RB-76-22

Pub Date Jul 76

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, *Admission Criteria, *College Admission, College Entrance Examinations, Comparative Analysis, Competitive Selection, Correlation, Cultural Disadvantage, *Grade Prediction, Grades (Scholastic), *Higher Education, *Mexican Americans, Predictive Validity, Sex Differences, Standardized Tests, *Statistical Analysis, Test Bias, Test Results

Equations for the prediction of college grades from test scores and high school grades were compared for Mexican-Americans and other students at three universities of the California State University and Colleges system. With rare exceptions, regression equations for the prediction of grades for Mexican-Americans did not differ from those for other students at the freshman, sophomore, or junior level. The prediction of senior year grades did require different equations for Mexican-Americans, but the direction of the difference was reversed at the two universities involved. The need for separate prediction equations for Mexican-American applicants to college is not supported. Nevertheless, the modest size of the multiple correlation coefficients, usually in the range from .30 to .50, suggests that considerations other than test scores and prior grades should enter admission decisions. The few comparisons across universities did not indicate a need for different equations for different institutions, but a difference in grade distributions at the two institutions compared suggests that the question be examined again with more substantial data. Men and women differed in their prediction equations, although neither sex was consistently over or underpredicted. Men, however, almost invariably showed higher test scores and lower grades at all levels than did women. (Author)

ED 128 446 TM 005 639

Barber, Lucie W.

Does Sex of Child Make a Difference in Mother's Ratings of the Barber Scales of Self-Regard for Preschoolers?

Note—70p.; For related documents, see TM 005 640-653

Available from—Union College Character Research Project, 207 State St., Schenectady, New York 12305 (\$1.00), Seven Scales of Self-Regard for 10 persons \$25.00, Manual \$6.00

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Child Development, Mothers, Parents, *Preschool Children, Preschool Education, Rating Scales, Self Concept, *Self Concept Tests, *Sex Differences, Statistical Analysis

Identifiers—*Barber Scales of Self-Regard Preschool Form

The seven Barber Scales of Self-Regard assess levels of normal development in seven separable components of an integrated self-concept. The purpose of this study was to find out if males or females develop more quickly in a Scale or the Scales, or do the two sexes develop at a comparable rate. The sample included 173 children from middle class families across the country. Computer analysis included programs for correlation matrices and contingency tables. From the printouts, it was possible to compute means and standard deviations for all males and females. The same procedure was followed for male and female three year olds, four year olds, and five year olds. The further step was taken of computing the statistic between males and females for each age grouping. It did not appear that the sex of child had an appreciable influence on mothers' ratings on the Scales of Self-Regard. (RC)

ED 128 447 TM 005 640

Barber, Lucie W.

Objectivity of Parents' Ratings for Their Preschool Child on the Barber Scales of Self-Regard: A Pilot Study of Reliability.

Note—3p.; For related documents, see TM 005 639-653

Available from—Not Available Separately; See TM 005 639; Union College Character Research Project, 207 State St., Schenectady, New York 12305 (\$1.00), Seven Scales of Self-Regard for 10 persons \$25.00, Manual \$6.50

Document Not Available from EDRS.

Descriptors—Bias, Child Development, *Parents, *Preschool Children, Preschool Education, Rating Scales, Self Concept, *Self Concept Tests, Teachers, *Test Reliability

Identifiers—*Barber Scales of Self-Regard Preschool Form

The Barber Scales of Self-Regard for Preschool Children were developed as assessment devices for parents. The scales enable parents to get a picture of where their child is developmentally in total self-concept. The purpose of this article is to look at the problem of parents' objectivity/subjectivity. Can parents rate their own child without bias? Are the scales reliable measurement devices? Teachers at a day care center in New York City, all of whom were trained and certified, expressed an opinion that they knew the children better than the parents. Thus, for five of the seven scales, multiple ratings were available. High coefficients seemed to suggest that the scales exhibit a high degree of reliability. It is probably safe to say that parents can be objective about rating their own child on the scales, at least on the five so far tested. Further reliability studies are under way with a larger, national sample of parent-teacher ratings. (RC)

ED 128 448 TM 005 641

Barber, Lucie W. Cernik, Helen C.

Profiles of Seven Components of Self-Image in Preschool Children.

Note—20p.; For related documents, see TM 005 639-653

Available from—Not Available Separately; See TM 005 639; Union College Character Research Project, 207 State St., Schenectady, New York 12305 (\$1.10), Seven Scales of Self-Regard for 10 persons \$25.00, Manual \$6.50

Document Not Available from EDRS.

Descriptors—Child Development, *Individual Differences, Parents, *Preschool Children, Preschool Education, Rating Scales, Self Concept, *Self Concept Tests

Identifiers—*Barber Scales of Self-Regard Preschool Form

The seven Barber Scales of Self-Regard for Preschool Children allow parents to rate their child's developmental level for seven components of self-image. This article addresses the question of variability of individual children across all seven components of self-regard. Complete sets of rated scales for 42 children are displayed. The 42 profiles are a graphic demonstration that while children in some ways are similar, they are also dissimilar. This suggests that a self-regard profile provides a way of picturing a child in something approximately like that child's unique state of self-regard. (RC)

ED 128 449 TM 005 642

Barber, Lucie W.

Geographical Area and the Barber Scales of Self-Regard for Preschool Children.

Note—6p.; For related documents, see TM 005 639-653

Available from—Not Available Separately; See TM 005 639; Union College Character Research Project, 207 State St., Schenectady, New York 12305 (\$1.00), Seven Scales of Self-Regard for 10 persons \$25.00, Manual \$6.50

Document Not Available from EDRS.

Descriptors—Child Development, *Geographic Regions, Mothers, Parents, *Preschool Children, Preschool Education, Rating Scales, Self Concept, *Self Concept Tests

Identifiers—*Barber Scales of Self-Regard Preschool Form

The seven Barber Scales of Self-Regard were constructed to allow parents to rate their own children. The question dealt with in this study is whether the scales assess similarly in all parts of the country. A table displays the number of mothers, each of whom rated a child on all seven scales, and the zip code area from which the mothers originated. Frequencies are also expressed in percentages of the total sample. The findings of this study lend strong support to the contention that geographical location does not affect ratings on the seven Barber Scales of Self-Regard for Preschool Children. The implication is that the scales work all across the United States. (RC)

ED 128 450 TM 005 643
Barber, Lucie W.

Variations Among Individual Preschool Children in the Development of Self-Concept.

Note—3p.; For related documents, see TM 005 639-653

Available from—Not Available Separately; See TM 005 639; Union College Character Research Project, 207 State St., Schenectady, New York 12305 (\$1.00), Seven Scales of Self-Regard for 10 persons \$25.00, Manual \$6.50

Document Not Available from EDRS.

Descriptors—*Age Differences, *Child Development, Individual Differences, Mothers, Parents, *Preschool Children, Preschool Education, Rating Scales, Self Concept, *Self Concept Tests, Statistical Analysis

Identifiers—*Barber Scales of Self-Regard Preschool Form

The seven Barber Scales of Self-Regard were developed to provide instruments for assessing the levels of development for individual children. It has been a consistent finding in three field tests of the Self-Regard Scales that age and scale points are related. However, it has also been a consistent finding that the range of scale points for any age is extensive. It is the purpose of this article to report the latest findings on range for the 1975 field test. Means and standard deviations are displayed for the mother ratings on each of the scales. Since there was only one two-year-old in the sample, essentially the data are averages for three-, four-, and five-year-old children. The results demonstrate that, although age and scale points are related for the total sample, there are individual children who vary. These results imply that children should be treated or taught not at some mythical age level but at their own level of development. (RC)

ED 128 451 TM 005 644

Barber, Lucie W. Barton, Kimberly
Usability by Raters of the Barber Scales of Self-Regard for Preschool Children

Note—6p.; For related documents, see TM 005 639-653

Available from—Not Available Separately; See TM 005 639; Union College Character Research Project, 207 State St., Schenectady, New York 12305 (\$1.00), Seven Scales of Self-Regard for 10 persons \$25.00, Manual \$6.50

Document Not Available from EDRS.

Descriptors—Child Development, Content Analysis, *Examiners, *Parent Reaction, Parents, *Preschool Children, Preschool Education, Preschool Teachers, Rating Scales, Scoring, Self Concept, *Self Concept Tests, *Teacher Attitudes

Identifiers—*Barber Scales of Self-Regard Preschool Form

The seven Barber Scales of Self-Regard for Preschool Children were developed to provide instruments for assessing levels of development for individual children. The purpose of this study was to probe into the question of whether or not raters (mothers, fathers, teachers) had difficulties rating children on the scales. Two sources of evidence were available: open-ended comments

and whether actual ratings were made or omitted. Each of the seven scales used in the 1975 field test had spaces for comments by the rater. The rater was given the opportunity to comment, or not, on (1) ease or difficulty of rating, (2) what they got out of working with the scale, and (3) if they had any suggestions for improvement. Of the total sample of 177 children rated by at least one parent, there were 173 sets of seven ratings by a mother, 53 sets by a father, and 130 teacher ratings on sets of the seven scales. The data seemed to indicate that the scales were more difficult for teachers than for parents, at least in this sample. As far as parents are concerned, the extremely low frequency of parents commenting adversely coupled with the overwhelming frequency of returned scales with one scale point chosen for a child strongly supports the contention that parents can readily use the Self-Regard Scales to rate their child. This evidence duplicates the results in the 1974 field test. (RC)

ED 128 452 TM 005 645
Barber, Lucie W. Gernik, Helen C.

Normative Data for the Barber Scales of Self-Regard for Preschool Children.

Note—12p.; For related documents, see TM 005 639-653

Available from—Not Available Separately; See TM 005 639; Union College Character Research Project, 207 State St., Schenectady, New York 12305 (\$1.00), Seven Scales of Self-Regard for 10 persons \$25.00, Manual \$6.50

Document Not Available from EDRS.

Descriptors—Age, Child Development, Mothers, *Norms, Parents, *Preschool Children, Preschool Education, Rating Scales, Self Concept, *Self Concept Tests, *Sex Differences

Identifiers—*Barber Scales of Self-Regard Preschool Form

The seven Barber Scales of Self-Regard for Preschool Children were developed to provide instruments for assessing levels of development for individual children. Normative data by age level means for both sexes and for each sex in the 1975 field test of the scales is presented in this article. Evidence for sex differences was found in only two instances and should be studied further. At the present time, it would appear reasonable to present norms by age regardless of sex. The most current normative data, which combines results from the 1974 and 1975 field tests, is presented by means and mode. (Author/RC)

ED 128 453 TM 005 646
Barber, Lucie W.

Reliability of the Barber Scales of Self-Regard for Preschool Children.

Note—5p.; For related documents, see TM 005 639-653

Available from—Not Available Separately; See TM 005 639; Union College Character Research Project, 207 State St., Schenectady, New York 12305 (\$1.00), Seven Scales of Self-Regard for 10 persons \$25.00, Manual \$6.50

Document Not Available from EDRS.

Descriptors—Child Development, Fathers, Mothers, Parents, *Preschool Children, Preschool Education, Preschool Teachers, Rating Scales, *Self Concept Tests, *Test Reliability

Identifiers—*Barber Scales of Self-Regard Preschool Form

The seven Barber Scales of Self-Regard for Preschool Children were developed to provide instruments for assessing levels of development for individual children. Because of the developmental nature of the scales, test-retest reliability and split-half reliability are without meaning. The only reliability estimate deemed appropriate is interjudge reliability; that is, mother-father, mother-teacher, father-teacher. In a 1974 field test, there was a small subsample where mother and teacher had rated the same child. The rho coefficients were extremely high. The article reports the results of an extension of the interjudge reliability methodology with a much larger sample. In the computer analysis of the data, product moment correlation coefficients were available for pairings of judges and are reported here. While perceptual differences in adults viewing preschool children existed, in this sample when interjudge reliability estimates were based on ratings by two adults who presumably knew the child best, coefficients in the high .90's for each and every self-regard scale were found. (RC)

ED 128 454 TM 005 647

Barber, Lucie W. Cernik, Helen C.
Developmental Scale of Self-Regard for Preschool Children.

Note—4p.; For related documents, see TM 005 639-653

Available from—Not Available Separately; See TM 005 639; Union College Character Research Project, 207 State St., Schenectady, New York 12305 (\$1.00), Seven Scales of Self-Regard for 10 persons, \$25.00, Manual \$6.50

Document Not Available from EDRS.

Descriptors—*Age, *Child Development, *Correlation, Mothers, Parents, *Preschool Children, Preschool Education, Rating Scales, Scores, Self Concept, *Self Concept Tests, Test Validity

Identifiers—*Barber Scales of Self-Regard Preschool Form

The Barber Scales of Self-Regard were constructed in such a way as to assess a child's level in a developmental sequence. On each of the seven scales, scale point one describes the least mature level and scale point five describes the most mature level. The scale points in between describe the levels leading to the maturation potentially possible for a preschooler. In demonstrating the developmental claim made by the scales, data from the 1974 and 1975 field tests are presented showing product moment correlation coefficients for the variables of scale point and chronological age. In both field tests a relationship between rating and child's age that was statistically significant was found for all seven scales which supports the contention that the Self-Regard Scales are developmental. Since the scales were intended to assess developmental levels, any evidence that the scales are, in fact, developmental supports the content validity of the Self-Regard Scales. (RC)

ED 128 455 TM 005 648
Barber, Lucie W.

Additional Evidence for the Objectivity of Mothers' Ratings on Their Preschool Child's Self-Regard.

Note—5p.; For related documents, see TM 005 639

Available from—Not Available Separately; See TM 005 639; Union College Character Research Project, 207 State St., Schenectady, New York 12305 (\$1.00), Seven Scales of Self-Regard for 10 persons \$25.00, Manual \$6.50

Document Not Available from EDRS.

Descriptors—Child Development, Fathers, *Mothers, Parents, *Preschool Children, Preschool Education, Preschool Teachers, Rating Scales, Self Concept, *Self Concept Tests, *Test Reliability

Identifiers—*Barber Scales of Self-Regard Preschool Form

The seven Barber Scale of Self-Regard for Preschool Children were developed to provide instruments for assessing levels of development for individual children. This article discusses the question of whether mothers can be objective in rating their own children. Data from the 1974 and 1975 field tests were analyzed to provide an answer. The total across scales for each school and particularly the totals for all schools for all scales suggest there is remarkably little evidence of bias for either teachers or mothers. The results to date suggest that parents are objective when rating their child on the Barber Scales of Self-Regard for Preschool Children. (RC)

ED 128 456 TM 005 649
Barber, Lucie W. Cernik, Helen C.

Additional Evidence of Separability of Components Assessed by the Barber Scales of Self-Regard.

Note—9p.; For related documents, see TM 005 639-653

Available from—Not Available Separately; See TM 005 639; Union College Character Research Project, 207 State St., Schenectady, New York 12305 (\$1.00), Seven Scales of Self-Regard for 10 persons \$25.00, Manual \$6.50

Document Not Available from EDRS.

Descriptors—Child Development, *Factor Structure, Mothers, Parents, Predictor Variables, *Preschool Children, Preschool Education, Rating Scales, Self Concept, *Self Concept Tests

Identifiers—*Barber Scales of Self-Regard Preschool Form

The seven Scales of Self-Regard for Preschool Children are based on a model which indicates that the personality element "Self" is composed of seven, separable and measurable components. This study addresses itself to the separability of the components assessed by the seven scales. The sample for this study came from the 1975 field test. There were 172 children whose mothers rated their child on the seven scales. Correlation coefficients between mother's ratings and demographic variables were produced by computer analysis. The demographic variables were: sex of child, Sunday church school attendance, nursery or day care attendance, kindergarten attendance, number of children in family, family income, zip code, age of mother, education of mother, mother's work, age of father, education of father, father's work and number of parents in home. The correlation coefficients are listed. The 1974 study led to the conclusion that separability of components measured by the scales was supported. The results of this study, with the much larger 1975 sample, add even stronger support to the contention that components are, indeed, separable. It would appear that each self-regard scale measures something not measured by any other scale. (RC)

ED 128 457 TM 005 650

Barber, Lucie W.

Self-Concept or Seven Separable Components of Self-Concept in Preschool Children.

Note—6p.; For related documents, see TM 005 639-653

Available from—Union College Character Research Project, 207 State St., Schenectady, New York 12305 (\$1.00), Seven Scales of Self-Regard for 10 Persons \$25.00, Manual \$6.50

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Age, Child Development, *Factor Structure, Parents, Predictor Variables, *Preschool Children, Preschool Education, Rating Scales, *Self Concept, *Self Concept Tests

Identifiers—*Barber Scales of Self-Regard Preschool Form

The Barber Scales of Self-Regard for Preschool Children resulted from a personality model specifying seven measurable and separate components resulting in self-image. The following are the scale titles: (1) purposeful learning of skills, (2) completing tasks, (3) coping with fears, (4) children's responses to requests, (5) dealing with frustrations, (6) socially acceptable behavior, and (7) developing imagination in play. A computer analysis was made of demographic variables (number of children in family, age of parent, education of parent, etc.) and scale point for any self-regard scale. This correlation indicates that the seven scales assess separate components of the complex construct self-concept. While all seven scales relate to chronological age of child (they are intentionally developmental scales) they relate similarly to little else. The results, although expected because of the comprehensive theory on which they are based, should be tested further. (RC)

ED 128 458 TM 005 651

Barber, Lucie W. And Others

Description of the Design and Sample for the 1975 Field Test of the Barber Scales of Self-Regard for Preschool Children.

Note—12p.; For related documents, see TM 005 639-653

Available from—Union College Character Research Project, 207 State St., Schenectady, New York 12305 (\$1.10), Seven Scales of Self-Regard for 10 persons \$25.00, Manual \$6.50

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Child Development, Electronic Data Processing, *Field Studies, Parents, Personality Tests, Predictor Variables, *Preschool Children, Preschool Education, Preschool Teachers, Rating Scales, Sampling, Self Concept, *Self Concept Tests, Test Reliability, Test Validity

Identifiers—*Barber Scales of Self-Regard Preschool Form, Minnesota Personality Profile II, Self Concept and Motivation Inventory

The sample for the 1975 field test of the Barber Scales of Self-Regard for Preschool Children came from Episcopal schools distributed widely by geographical area. The instrumentation included, besides the self-regard scales, the Self-Concept and Motivation Inventory and the Minnesota Personality Profile II, plus a demographic

questionnaire. The basic sample, $n=177$, represents children from 3 to 5 years of age from middle to upper middle class families. The design of the field test included analysis for usability, reliability, plus content, concurrent and construct validity of the Self-Regard Scales. The computer analysis made use of two Biomedical Programs. (Author/RC)

ED 128 459 TM 005 652

Barber, Lucie W. And Others

Construct Validity of the Barber Scales of Self-Regard for Preschool Children.

Note—18p.; For related documents, see TM 005 639-653

Available from—Union College Character Research Project, 207 State St., Schenectady, New York 12305 (\$1.70), Seven Scales of Self-Regard for 10 persons \$25.00, Manual \$6.50

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Child Development, Correlation, Mothers, Parents, Personality Tests, *Preschool Children, Preschool Education, Rating Scales, *Self Concept Tests, Statistical Analysis, *Test Validity

Identifiers—*Barber Scales of Self-Regard Preschool Form, Minnesota Personality Profile II

The Minnesota Personality Profile II used as a test of construct validity for the Barber Self-Regard Scales—Preschool. Before analysis of data, hypotheses were arrived at concerning predicted relationships between the two instruments. Fifty-two correlation coefficients were predicted as significant or nonsignificant statistically. Hypotheses were accepted in 29 instances and rejected in 23 instances. Nine clusters of frequencies at intersections of scale points on contingency tables were predicted. Two of these clusters were found; five were near misses, while the remaining two predictions were rejected. The data were inspected for all significant correlation coefficients and all clusters. A pattern emerged which suggests that the commonality between the MPPII and the global construct which the seven Self-Regard Scales measure revolves around (1) control of emotions, (2) realism, and (3) persistence. (Author)

ED 128 460 TM 005 653

Barber, Lucie W.

Concurrent Validity of Seven Scales of Self-Regard for Preschoolers.

Note—11p.; For related documents, see TM 005 639-652

Available from—Union College Character Research Project, 207 State St., Schenectady, New York 12305 (\$1.00), Seven Scales of Self-Regard for 10 persons \$25.00, Manual \$6.50

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Child Development, Correlation, Fathers, Mothers, Parents, *Preschool Children, Preschool Education, Preschool Teachers, Rating Scales, Self Concept, *Self Concept Tests, Test Reliability, *Test Validity

Identifiers—Barber Scales of Self-Regard Preschool Form, Self Concept and Motivation Inventory

The problem of concurrent validity of the Barber Scales of Self-Regard for Preschool Children is addressed by calculating product moment correlations for Self-Regard ratings and total Self-Concept and Motivation Inventory-Kindergarten From (SCAMIN) self-concept scores. The SCAMIN was administered to four and five year old children shortly after their Self-Regard Scale ratings had been received. SCAMIN scores were received for 92 children who had also been rated on the Self-Regard Scales by both parents and/or a teacher. Whatever the merits or the opposite of the Self-Regard Scales and the SCAMIN self-concept assessment, it seemed safe to conclude that the two instruments were not measuring the same thing, at least in the sample used here. The SCAMIN is probably inappropriate for testing concurrent validity of the Self-Regard Scales. Since no other interactive or developmental approach to assessment of self-concept at the preschool level has been undertaken, at least the knowledge of the author, the problem of concurrent validity for the self-regard scales may be without solution at the present time. (RC)

ED 128 461 TM 005 654

Manlove, Donald C., Ed.

Elementary School Evaluative Criteria: A Guide for School Improvement.

National Study of School Evaluation, Arlington, Va.

Pub Date 73

Note—158p.

Available from—National Study of School Evaluation, 2201 Wilson Boulevard, Arlington, Virginia 22201 (\$7.00)

Document Not Available from EDRS.

Descriptors—Community Characteristics, Curriculum Design, Educational Facilities, Educational Objectives, Educational Philosophy, Elementary Education, *Elementary Schools, Evaluation, *Evaluation Criteria, *Evaluation Methods, *Guidelines, Instructional Materials Centers, Manuals, Pupil Personnel Services, School Conditions, *School Improvement, School Personnel, Teacher Evaluation, Units of Study (Subject Fields)

These guidelines for conducting a self-evaluation by individual elementary schools and evaluation by a visiting committee are the result of a three-year project of the National Study of School Evaluation. The guidelines are organized in several sections. The "manual" provides an overview of the evaluation process and explains how the illustrative materials may be used. The section on "School and Community" and "Philosophy, Objectives, and Commitments" form the foundation for the process. The next two sections focus on the formal educational program, followed by a section on the organization of the curriculum. The fifth section is intended for use in evaluating each area of learning the school identifies. Two sections deal with the evaluation of the staff, and the final three sections address themselves to a variety of student services. Each self-evaluation section includes the rating of stated principles, analysis of the nature of the program, definition of the strengths and weaknesses of the program, plans for improvement, and a current status scale. (Author/BW)

ED 128 462 TM 005 655

Kohr, Richard L.

An Evaluation of a Multiple Matrix Sampling Procedure for a State Assessment Program.

Pub Date [Apr 76]

Note—21p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Assessment, Elementary Secondary Education, *Item Sampling, Measurement Techniques, Simulation, *State Programs, *Testing Programs, Test Reliability

Identifiers—Multiple Matrix Sampling, *Pennsylvania Educational Quality Assessment

Pennsylvania's Educational Quality Assessment Program provides each participating school with a building level report in which state percentiles are a prominent part. Multiple matrix sampling was being considered as a technique to reduce testing time. However, there was great concern that the error associated with estimating the school mean might lead to markedly different percentiles than obtained by census testing. Generally favorable results are reported from a post mortem simulation of multiple matrix sampling for a 2 to 6 subtest/subgroup sampling plan involving data obtained from over 30,000 students in 500 elementary schools. (Author/BW)

ED 128 463 TM 005 656

Shaffer, W. Michael

The Use of Item-Favorability Data as Evidence of Sex Bias in Interest Inventories.

Pub Date [Apr 76]

Note—13p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Interest Tests, *Item Analysis, Junior High Schools, Response Style (Tests), Sex Differences, *Sex Discrimination, Sex Stereotypes, Statistical Analysis, *Test Bias

Identifiers—Ohio Vocational Interest Survey

Item data from two scales of the Ohio Vocational Interest Survey were used to investigate the relationship between item-favorability and sex bias. Item-response data, item sex group interaction data, and item-total score correlational data were examined. It was found that item-favorability was not a suitable criterion for the identification of existing sex bias. Of the three procedures, the item-total score correlation technique ap-

peared to be the most sensitive to the existence of possible sex bias in the interest scales. (Author)

ED 128 464 TM 005 657

Jouett, Michael L.

The Internal Validation of Level II and Level III Respiratory Therapy Examinations. Final Report.

American Association for Respiratory Therapy, Dallas, Tex.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md.
Pub Date 1 Apr 76

Contract—HRA-231-75-0201

Note—46p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Certification, Criterion Referenced Tests, *Equivalency Tests, *Inhalation Therapists, Item Analysis, Norm Referenced Tests, Skills, Statistical Analysis, Test Construction, *Test Reliability, *Test Validity

Identifiers—American Association for Respiratory Therapy

This project began with the delineation of the roles and functions of respiratory therapy personnel by the American Association for Respiratory Therapy. In Phase II, The Psychological Corporation used this delineation to develop six proficiency examinations, three at each of two levels. One exam at each level was designated for the purpose of the validation process. Statistical analysis included the means and standard deviation of the two tests, correlation of scores between these tests and the Certification Examinations and Written Registry Examinations, and an item analysis of the two tests. In retrospect, the original delineation of roles did not provide sufficient behavioral specificity for the derivation of criterion referenced examinations. At this time, a project to "define" respiratory therapy competence is in development to supplant the original delineation of roles document. This definition will then be used as a basis for developing at least one evaluative simulation as a possible alternative assessment form within the credentialing system. (Author/BW)

ED 128 465 TM 005 658

Virgin, A. E.; Darby, L. M.

1974 Replication and Follow-Up of a Survey of Mathematics and Reading Skills.

North York Board of Education, Willowdale (Ontario).

Pub Date Apr 74

Note—29p.; For a related document, see TM 005 659

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Achievement Gains, *Achievement Tests, Comparative Analysis, Elementary School Mathematics, Elementary Secondary Education, *Followup Studies, *Mathematics, Reading Skills, *Reading Tests, Secondary School Mathematics, Statistical Analysis, *Testing Programs, Test Results

Identifiers—Metropolitan Achievement Test, Ontario (North York), School and College Ability Test, Sequential Tests of Educational Progress

In 1971, a comprehensive study was made of mathematics and reading achievement in the Borough of North York, Ontario. In 1974, a replication and followup study was carried out. The purposes of the study were to replicate the 1972 study, and to obtain a measure of growth in reading and mathematics achievement between grade 3 and grade 5, over the two year time period. In both years, the Metropolitan Achievement Test, the Sequential Tests of Educational Progress, and the School and College Ability Test were used. The results indicated that North York achievement in both reading and mathematics compared favorably with the American norms in all grades tested, and the average growth over the two years grade 3 to grade 5 was above that expected in both reading and mathematics. (Author/BW)

ED 128 466 TM 005 659

Virgin, A. E.; Rowan, M.

1975 Replication of a Survey of Mathematics and Reading Skills.

North York Board of Education, Willowdale (Ontario).

Pub Date Jun 75

Note—25p.; For related document, see TM 005 658

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Achievement Gains, *Achievement Tests, Comparative Analysis, Elementary School Mathematics, Elementary Secondary Education, *Followup Studies, *Mathematics, Reading Skills, *Reading Tests, Secondary School Mathematics, Statistical Analysis, *Testing Programs, Test Results

Identifiers—Metropolitan Achievement Test, Ontario (North York), School and College Ability Test, Sequential Tests of Educational Progress

In this replication of the 1972 and 1974 studies of reading and mathematics achievement in North York, Ontario, approximately 20 percent of the students at each of the proposed grade levels were included in the sampling. Again, the Metropolitan Achievement Test, the Sequential Tests of Educational Progress, and the School and College Ability Test were used. The 1975 results supported the 1974 findings that North York achievement in both reading and mathematics compared favorably with the American norms in all the grades tested. They also indicated that the average growth of the schools sampled was wider in both reading and mathematics than in previous years. (Author/BW)

ED 128 467 TM 005 660

Smith, Janice P.

Development of a Student Self-Report Scale of Achievement and Affiliation Motivation.

Pub Date [Apr 76]

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Achievement Need, *Affiliation Need, Comparative Analysis, Factor Analysis, Factor Structure, Junior High Schools, Performance Factors, *Personality Tests, Rating Scales, Secondary Education, *Self Evaluation, Student Evaluation, *Student Motivation

Identifiers—*Motivational Needs Inventory, *What I Am Like

The What I Am Like (WIAL) student self-report scale was developed to identify students' motive patterns on a need/achievement to need/affiliation continuum. This instrument was developed from a previous teacher-rating inventory, the Motivational Needs Inventory (MNI). Twenty-eight items obtained from descriptions of need/achievers and need/affiliates were administered to approximately 490 seventh through twelfth grade students. Raw score response were used to obtain a six-factor oblique primary solution that yielded factors very similar to the ones obtained for the MNI. The WIAL reflects the MNI and both identify students as need/achievers or need/affiliates. (Author/BW)

ED 128 468 TM 005 661

Scherich, Henry Hanna, Gerald

Passage-Dependency Data in the Selection of Reading Comprehension Test Items.

Pub Date [Apr 76]

Note—12p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Education, Multiple Choice Tests, *Reading Comprehension, *Reading Tests, *Standardized Tests, *Test Validity, *Test Wiseness

Identifiers—Nelson Reading Skills Test

The reading comprehension items for the Nelson Reading Skills Test, a revision of a widely used standardized reading test, were administered to several hundred fourth- and sixth-grade students in order to determine whether the student's ability to answer correctly actually depended on his comprehension of the accompanying passage. All the field-tested items were divided into nine booklets, which contained one normal reading comprehension subtest and one subtest with only the questions. An index of passage dependency was computed for each item, and the index was used to help the authors locate items that were weak. The index also indicated the effect of passage dependency on skill categories. (Author/BW)

ED 128 469 TM 005 664

Fink, Arlene

The Use of Data from Competency-Based Measurement: An Instructional Developer's View.

Pub Date [Apr 76]

Note—14p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Achievement Tests, *Criterion Referenced Tests, *Instructional Materials, *Material Development, *Performance Based Education, Performance Tests, *Test Construction, Test Reliability, Test Validity, Validity

Attention has recently been focused on the need to design and validate instructional materials that guarantee competent student performance. In preparing such products, developers have come to rely on competency-based achievement tests. Unfortunately, expertise for constructing reliable and valid competency-based instruments is not currently available in a form that an instructional developer can readily translate into practice. The formulation of objectives to guide instrument construction is problematic for the developer because few dependable rules exist to help select and state them. Formulating items is also difficult because many developers lack training in test writing. Further, major issues arise when the developer must establish the meaningfulness of the scores that result from competency-based instruments, a difficult and costly task that requires psychometric skill and a generous budget. Finally, a discerning developer knows in advance of instrument validation that little assistance will be available from psychometricians who have long been arguing over the designs and statistics to be used validating competency-based tests. Data derived from competency-based instruments must therefore be used with caution and confirmed with additional sources of information like observations and interviews. Developers should also require test construction and psychometric expertise. (Author)

ED 128 470 TM 005 667

Steinmetz, Andres

Program Evaluating vs. Program Improvement and Some Implications for Training Evaluators.

Pub Date [Apr 76]

Note—33p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Educational Objectives, Evaluation Criteria, Evaluation Methods, Formative Evaluation, *Professional Personnel, Professional Training, *Program Evaluation, *Program Improvement, Research Design, Social Influences, *Standards

To evaluate a specific program means to compare it against a standard that specifies what the program should be like at a specific time. Standards may be constructed in three ways: surface standards force the definition into a model shaped by scientific procedure; deep standards include information on the inputs, processes, and outputs for each component and subcomponent; and profound standards reach deeper into the organization than its task structure and exhaustively covers all dimensions of organizational functioning, and are set by the program staff. In this situation then, the role of the evaluator includes expressing and explicating the standards set by the program staff, and confronting management with the decisions they must make. The evaluator must also look at the broader environment of the educational organization, i.e., the sociotechnical systems of which schools are a part. This broader perspective implies that the ability to build models, and the ability to be able to gather data relative to a large variety, of different phenomena, and to report this data using print, verbal, nonverbal, visual and auditory media be included as part of an evaluator's training. (Author/BW)

UD

ED 128 471 UD 015 485

Christopherson, Victor A.

Rural Blacks in Southern Arizona.

Pub Date Aug 75

Note—26p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, California, August 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Black Community, Case Studies, Cultural Background, Cultural Disadvantage, Cultural Environment, Cultural Factors, Disadvantaged Environment, Economic Disadvantage, Environmental Research, *Field Studies, Negro Education, Negro Employment, *Negroes, Negro Organizations, *Observation, *Poverty Research, *Rural Areas, Rural Economics, Rural Education, Rural Environment, Rural Family, Rural Population

Identifiers—*Arizona

This paper investigates family patterns and value orientations of rural blacks with regard to twelve categories of behavior, among which are education, health, recreation, occupation, housing patterns, and ethnic attitudes. Data presented are based on 100 interviews, and impressions from non-structured interviews with community leaders, public health nurses, social workers, and others. One rural community is described in some detail and preliminary attempts to contrast it with another community are set forth. Observations are of a descriptive nature and indicate satisfaction with housing; greater job satisfaction for women rather than men; economic, educational, and employment disadvantages; less ethnic perception than that espoused by urban blacks; a high percentage of membership in a religious organization; and perceived equality of sexual roles. (AM)

ED 128 472 UD 016 151

Balasubramanian, K. Frederickson, C.
Innovative Approaches to Multi-Cultural Programming. Multilingual Monographs No. 001.

Chicago Board of Education, Ill. Dept. of Research and Evaluation.

Pub Date Feb 76

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bilingual Education, Bilingualism, Change Strategies, *Conceptual Schemes, Cultural Background, Cultural Context, Cultural Differences, Cultural Environment, Cultural Interrelationships, *Cultural Pluralism, *Curriculum Design, Curriculum Development, Curriculum Planning, *Educational Strategies, English (Second Language), *Ethnic Groups, Instructional Innovation, Minority Groups, Models

Identifiers—Cultural Democracy

A well planned multicultural program can benefit every child within the school setting. A multicultural curriculum incorporates a systematic group of courses or sequence of subjects using text books, resource books, and other instructional tools that are appropriate and have no stereotyping and misconceptions. Instruction centers around the individual needs of students and, because of the wide range of abilities among children at all grade levels, the curriculum and approach are modified to meet varied needs. The advantage of a multicultural program is that it can avoid the risk of ethnocentrism and provide for the self-worth of each individual in the student population. Since language and culture are inextricably related, appropriate curriculum materials should be developed for the areas of language and cultural development. Within the framework of multilingual education, there are many possibilities for a multitude of programs and approaches, all of which require different strategy models. There are many types of bilingual education and many types of language situations with different linguistic cultural aims and objectives. What are needed, therefore, are descriptions of different types of bilingual alternatives to be adopted by local educators, considering the appropriate community, family, and school contextual settings. (Author/AM)

ED 128 473 UD 016 200

Tucker, Charles Jackson Reid, John Daniel
Urban Growth and Redistribution of the Black Urban American by Size of City, 1950-1970. Atlanta Univ., Ga. W. E. B. DuBois Inst. for the Study of the American Black; Georgia Univ., Athens.

Spons Agency—National Science Foundation, Washington, D.C. RANN Program.

Pub Date Oct 74

Grant—NSF-GB26049

Note—54p.; Paper presented at the W.E.B. DuBois Institute for the Study of the American Black (Atlanta, Georgia, October 1974)

Available from—Atlanta University, 223 Chestnut Street, Atlanta, Georgia 30313 (\$1.50)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Black Community, Change Agents, *Growth Patterns, Metropolitan Areas, Migrants, Migration, Migration Patterns, Minority Groups, *Negroes, *Negro Population Trends, *Population Distribution, Population Growth, Racial Distribution, *Rural to Urban Migration, Urban Areas, *Urbanization, Urban Population

Identifiers—*City Size

Three issues are discussed in the beginning of this paper: general trends of urban population growth among blacks since 1930, regional variations in growth and distribution from 1950 to 1970, and urban growth and metropolitanization. The remainder of the paper examines the growth of the black urban population by size of place from 1950 to 1970. Size is seen to be related to black growth and this view is held to be reasonable, as size, if anything else, makes a city visible especially to potential migrants. Most studies of urbanization do not focus on size of place but on that segment of population defined as either urban or metropolitan or they focus on urbanized area growth. After looking at overall growth by size of place for the South and the remainder of the nation, a major component of city growth, that of in-migration is discussed. Here the role of migration in the growth of cities by size is analyzed for the 1965-1970 portion of the 1970 decade. Migration analysis concentrates on patterns found in the South and non-South, and in addition, gives some attention to the selection of city size on the part of the city-bound migrant according to his region of origin. A summary section presents the overall trends found in the research, the research of others, and discusses implications for the future growth of black urban America. (Author/AM)

ED 128 474 UD 016 210

Multicultural Understanding. Elementary and Secondary Education, Title I, Part B Incentive Grant.

Riverside Unified School District, Calif.

Pub Date Jun 75

Note—137p.; This document is available only in microfiche due to print quality of the original. Available from—Riverside Unified School District, 3954 Twelfth Street, Riverside, California 92501 (Price not available)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Biculturalism, *Cultural Awareness, Cultural Background, Cultural Differences, Cultural Education, Cultural Enrichment, Cultural Pluralism, Curriculum Development, *Elementary Education, Identification (Psychological), Kindergarten, Multicultural Textbooks, *Program Development

Identifiers—*California (Riverside), *Elementary Secondary Education Act Title I, ESEA Title I

This manual contains selected materials and ideas generated during the multicultural program implementation at Fremont Elementary School in 1974-75 which was funded under ESEA Title I. The program included: (1) the consecutive concentrated study of five individual cultures and (2) a comparative multicultural approach built around five basic themes. While it is believed that it is essential to develop positive self-concept and intergroup relations, multicultural awareness is seen as necessary to understand the different human experiences of people who come from different cultures and ethnic groups. In the school, multicultural awareness was attained through implementation of the following areas: cultural curricula, multicultural curricula; curriculum based on classroom cultural and ethnic population; integration of multicultural awareness into basic subject areas of math, reading, language; and chronological recognition of events and holidays across cultural lines. This project was developed for elementary grades as a formal approach to begin or enrich multicultural studies. Although much of the content is deemed to be appropriate for kindergarten to sixth grade, special emphasis is given to grades four through six. (Author/JM)

ED 128 475 UD 016 221

Davis, Frank G.

The Consumption and Investment Behavior of Black Families.

Pub Date Nov 75

Note—20p.; Paper presented at the Society of Ethnic and Special Studies Conference on Special Emerging Programs in Higher Education (3rd, Atlanta, Georgia, November 14, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavior Patterns, *Black Community, *Consumer Economics, *Economic Factors, Economics, Family Income, Financial Problems, *Group Behavior, Investment, Negro Culture, *Negroes, Negro Role, Socioeconomic Status

The black community is considered as an economy where the consumption and investment behavior of black families have no significant impact on the growth rate of family income. This is seen to be a problem. The thrust of the argument that follows is that in the absence of a closer relationship between aggregate black family consumption spending, and their aggregate investment, through time, black families as a whole will become worse off economically relative to white families. This is hypothesized on the observation that conditions that generate a fall in the real income of the families in the black community relative to the nation are not counteracted by the potentially positive impact of black household consumption and investment behavior on the growth rate of black family income. In support of the hypothesis, the following questions are raised and answered: (1) whether the black community is an economy, (2) what the normal expectation of the growth of family income in an economy is, and (3) what the present consumption and investment situation of black families is. The basic solution to the problem is that the black community needs to be reorganized and restructured so as to raise the income of black families through their own aggregate consumption and investment spending. (Author/AM)

ED 128 476 UD 016 222

Equality in Educational Programs.

New Jersey State Dept. of Education, Trenton.

Pub Date 76

Note—3p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Definitions, *Educational Legislation, Educational Practice, *Educational Programs, Employment Practices, *Equal Education, Equal Protection, Evaluation, Objectives, Policy Formation, *Public Schools, School Districts, *Sex Discrimination, State Boards of Education, *State Legislation, Technical Assistance

Identifiers—*New Jersey

The New Jersey Constitution and implementing legislation guarantee each child in the public schools equal educational opportunity regardless of race, color, creed, religion, sex, ancestry, national origin, or social or economic status. To assure these basic rights the Commissioner of Education and the State Board of Education has presented regulations which specifically implement N.J.S.A. 18A: 36-20 and the State Board of Education concerning sex equality in educational programs. These regulations have also been developed in conformity with relevant Federal and State statutes concerning discriminatory conduct. Several short sections describing these regulations comprise this document: purposes and objectives, definition, policy development, technical assistance, school and classroom practices, employment/contract practices, compliance, State review and evaluation, appeals, and effect of related statutes. (Author/AM)

ED 128 477 UD 016 223

New Legal Requirements for Parent Involvement in Title I Projects.

Lawyers' Committee for Civil Rights Under Law, Washington, D.C.

Pub Date 75

Note—5p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Advisory Committees, Disadvantaged Youth, *Educational Legislation, *Federal Programs, Guidelines, Guides, *Parent Associations, *Parent Participation, Parent Responsibility, Parent Role, Parent School Relationship, Parent Teacher Cooperation, Participant Involvement, School Systems

Identifiers—Buckley Amendment, *Elementary Secondary Education Act Title I, ESEA Title I, *Family Educational Rights and Privacy Act, Parent Advisory Council

Title I of the Elementary and Secondary Education Act of 1965 (ESEA) supports programs in schools attended by significant numbers of children from low income families who, along with other students, may need this extra help to improve their performance. As a result of recent changes in the law, more parents will now be involved in the planning, development, operation,

and evaluation of Title I projects. This document presents the new legal requirements for parent involvement in Title I projects. It begins by describing what Title I now says about parent involvement and presents the new Federal law which will affect the Parent Advisory Council (PAC) membership selection procedures. This law is called the Family Educational Rights and Privacy Act, commonly named the Buckley Amendment. The Buckley Amendment may prohibit certain procedures that have been used in the past to recruit Title I PAC members. Reports indicate that many practical problems, such as the lack of guidelines for local school districts to follow to establish parent participation, have developed since the Buckley Amendment became law. It is stated that this amendment has created some difficulties in complying with the new parent involvement provisions of Title I, but that ways to obtain consent and identify Title I parents for PAC membership can and should be devised by school systems. (Author/AM)

ED 128 478 UD 016 225

Danziger, Sheldon

Trends in the Level and Distribution of Income in Metropolitan Areas, 1959-1969. Discussion Paper 316-75.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.; Manpower Administration (DOL), Washington, D.C.

Report No.—IRP-DP-316-75

Pub Date Nov 75

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Economic Climate, *Economic Factors, Economic Opportunities, Economic Research, *Income, *Metropolitan Areas, *Poverty Research, Statistical Data, *Trend Analysis, Urban Areas, Urban Population

Identifiers—*Income Distribution

An overview of the level and distribution of income for a sample of Standard Metropolitan Statistical Areas (SMSAs) during the period 1959-1969, using data on pretax pretransfer incomes published by the Internal Revenue Service, is presented in this paper. Several results are described. (1) The level and distribution of income vary widely among the SMSAs. (2) A majority of the SMSAs experience an increase in inequality during the 1959-1969 period. (3) Differences among the SMSAs in both income level and degree of income inequality narrows. (4) Higher rates of growth of income are associated with smaller increases in inequality. While this paper is descriptive, the author hopes that the data set will be useful for testing theories that relate the income level and income distributions of metropolitan areas to their urban problems—for example, whether increases in SMSA crime rates or the incidence of urban riots or urban fiscal problems can be explained by changes in the level and distribution of metropolitan area incomes. (Author/AM)

ED 128 479 UD 016 226

Bothwell, Robert O. Costello, Jack

Preliminary Statistics on the Urban Impact of Changes in State Aid/Pupil, Local Revenues/Pupil and Local School Property Taxes: 1972-73 to 1973-74 in Selected States Which Enacted Major School Finance Reforms in 1973.

Pub Date 15 Feb 74

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Comparative Analysis, Comparative Statistics, *Finance Reform, School Taxes, *State Aid, State Federal Aid, *Statistical Analysis, *Statistical Data, Statistical Studies, Tax Rates, *Urban Areas

Identifiers—California, Florida, Kansas, Michigan, Wisconsin

The five States represented include Florida, Michigan, Wisconsin, Kansas, and California. For each State the data are presented in terms of the changes occurring in State aid/pupil, the changes in local revenues/pupil, and the changes in local school property tax rates. A final column lists the change in total taxable property for schools, 1972-73 to 1973-74. Another chart is given for each State in which wealth comparisons are made, taking five factors into account: (1) assessed valuation/pupil, 1973-74, (2) ratio county to State, (3) per capita income 1969-70, (4) ratio

county to State, and (5) combined wealth factor. (Author/AM)

ED 128 480 UD 016 228

Rigsby, Leo C. Boston, John

Patterns of School Desegregation in Nashville, 1960-1969.

Nashville Urban Observatory, Tenn.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Pub Date 30 Mar 72

Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Educational Policy, *Elementary Secondary Education, *Government Role, Integration Effects, Integration Litigation, Integration Methods, Integration Plans, Integration Readiness, Integration Studies, Minority Groups, Negro Education, Negroes, *Racial Balance, Racial Composition, *Racial Distribution, Racial Integration, *School Integration, *Trend Analysis

Identifiers—*Tennessee (Nashville)

The trend in the extent of school desegregation in Nashville-Davidson County, Tennessee, through the decade of the 1960's is examined in this report. This trend analysis has import for two reasons. The progress made toward eliminating the old pattern of racially separate school systems is assessed. Thus, the degree of compliance in one city with Federal court policy on school desegregation is examined. Detailed analysis of changes in the racial composition of schools over a period of time, by giving some basis for understanding what has happened in the past, generates a factual basis from which to project probable patterns of future change. Further, this factual base provides some information to guide policy making on and planning for school desegregation. Sections of the report focus on: segregation indexes, racial composition of schools, racial distribution of students patterns of change, tipping points, and unresolved questions. The study's major finding is that segregation in Nashville's schools decreased only slightly during the 1960's. Limited support for the "tipping point" hypothesis is found. However, changes in school composition tend to be in one direction—toward a higher proportion of Negroes. The study also indicates that metropolitan government has not been the structural panacea for bringing about meaningfully integrated schools. (Author/AM)

ED 128 481 UD 016 229

Goldberger, Arthur S.

On Jensen's Method For Twins. Discussion Paper 340-76.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.; National Science Foundation, Washington, D.C.

Report No.—IRP-DP-340-76

Pub Date Mar 76

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Environmental Criteria, Environmental Influences, *Genetics, Heredity, Intelligence Quotient, *Nature Nurture Controversy, *Research Methodology, *Statistical Analysis, *Statistical Bias, Statistical Data, Statistical Studies, *Twins

Identifiers—*Jensen (Arthur R)

This study bears on Arthur R. Jensen's latest statement on the heritability of intelligence. Allowing for gene-environment correlation, Jensen (1975) reports that under a wide range of assumptions, the twin data show that one-half to three-fourths of IQ variance is accounted for by genetic factors. This conclusion falls when an arbitrary specification is relaxed. The present study presents Jensen's model, along with a modification. (Author/AM)

ED 128 482 UD 016 231

The Alternate Learning Project: Staff Handbook 1975-1976.

Providence Public Schools, R.I.

Pub Date 75

Note—6p. This document is available only in microfiche due to the print quality of the original document

Available from—Alternate Learning Project, 180 Pine Street, Providence, R. I. 02903 (Price not quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Counseling, Curriculum, Decision Making, *Educational Objectives, Educational Policy, High School Students, *Historical Reviews, *Instructional Staff, Policy Formation, *Program Content, Public Schools, Resource Materials, Secondary Education, Staff Improvement, *Staff Orientation, Student Participation, Teacher Participation

Identifiers—*Alternate Learning Project, Faculty Handbooks, *Rhode Island (Providence)

The purpose of this handbook is to orient staff to the many facets of the Alternative Learning Project, a community based public high school that provides an opportunity for its students to forge a new relationship between their education and the city in which they live. The project was established as an educational setting for the many students in the Providence, Rhode Island secondary schools whose opportunities for diverse learning experiences were limited. It includes aspects of history so the current staff will not completely rediscover old learnings or repeat past mistakes; concurrently, the history is included so that individual memory and the oral tradition are not the only sources of knowledge. The handbook clarifies practices so that the entire staff can systematically make the school a humane learning setting that empowers its students with skills and self-worth. The following is a listing of the areas discussed: (1) general explanation of the Alternate Learning Project; (2) participants in the school: responsibilities and rights; (3) governance and decision making; (4) counseling; (5) curriculum; (6) general policy and everyday procedures; and, (7) calendar. Among the samples included are a planning worksheet, site placement evaluation, and independent study contract. (Author/AM)

ED 128 483 UD 016 233

Torres, Gerardo

Lectura en Espanol en el Salon Bilingue Bicultural.

City Coll. Research Foundation, New York, N.Y.

Pub Date 75

Note—35p.; In Spanish

Available from—Research Foundation, City University of New York, City College, W. 138 Street at Convent Avenue, New York, N.Y. 10031 (Price not quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Activities, *Bilingual Education, Bilingualism, *Bilingual Students, Educational Assessment, English (Second Language), Ethnic Groups, Minority Group Children, Minority Groups, Objectives, *Spanish, Spanish Speaking, *Teaching Guides, *Teaching Models, *Units of Study (Subject Fields)

This document addresses the subject of reading Spanish in a bilingual-bicultural classroom. Sections of the document focus on the following: rationale, definitions, required skills, final criteria, and competencies in reading Spanish. Three classroom modules are discussed. The first focuses on the stages of development in Spanish reading, the second on methods to introduce Spanish reading to the bilingual-bicultural pupil, and the third on evaluation and prognosis in reading Spanish. Each module is divided into three sections: objectives for observed behavior, activities, and postassessment. (Author/AM)

ED 128 484 UD 016 234

Education: Problems in Equity.

League of Women Voters of the U.S., Washington, D.C.

Pub Date 76

Note—13p.

Available from—League of Women Voters of the U.S. 1730 M Street, N.W. Washington, D.C. 20036 (Publication No. 305, \$0.75)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Bias, Compensatory Education, *Court Litigation, Discriminatory Legislation, *Educational Legislation, *Educational Problems, Elementary Secondary Education, Federal Legislation, Integration Litigation, Pregnant Students, *Racism, School Integration, *Sex Discrimination, Student Records, Student Rights, Youth Problems

Identifiers—Education Amendments 1972 Title IX, *Elementary Secondary Education Act Title I, ESEA Title I

Several educational issues that are currently in the spotlight are discussed in this publication. They include: school desegregation, pregnant

girls, teenage mothers, discipline, children with special needs, sex discrimination and Title IX, Title I — Compensatory Education, privacy and the right to records, and racism and sexism in text materials. Background information for each problem discussed is included; for instance, a desegregation update includes a discussion on the courts and metropolitan desegregation, including the Boston experience. Sex discrimination and Title IX focuses on the coverage provided by the legislation and addresses issues such as admissions, employment, athletics, physical education classes, financial aid, vocational education and counseling. Compensatory education provides information on how the program works, funds distribution, and parent advisory councils. The section on privacy and the rights to records addresses issues such as the law and its requirements, its implementation, and the importance of the Buckley amendment. Each section also contains information on congressional action and relevant court decisions, and on laws and regulations. Specific suggestions for citizen involvement are also offered. (Author/AM)

ED 128 485 UD 016 235

Derosin, Jeannette R.

Desegregation in Pointe Coupee Parish, Louisiana: Its Effects on the Self-Concept of Selected Black Secondary Students.

Pub Date Apr 76

Note—138p.; Ph.D. Dissertation, Walden University

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Comparative Analysis, *Doctoral Theses, *Educational Development, *Educational Experience, Emotional Development, Ethnic Groups, High School Students, Minority Groups, *Negative Attitudes, Negro Education, *Negroes, *Negro Students, Negro Youth, Racial Composition, Racial Distribution, School Segregation, Secondary Education, *Self Concept, Student Attitudes

Identifiers—*Louisiana (New Orleans)

The purpose of this study is to analyze and test the effects of desegregation on the self-concept and attitudes of black secondary students in Pointe Coupee Parish, Louisiana. In particular, the study investigates the extent to which black students attending public schools in America which harbor "de jure segregation" acquire negative self-concepts and negative attitudes toward an understanding of the educative process — which attitudes could be detrimental to their psychoeducational development. One of the salient findings derived from this study is that black students in predominantly black schools involved in the study exhibit higher self-concepts and more favorable attitudes than black students in predominantly white schools. It is recommended (1) that the study be replicated and expanded to include a large cross sample of all senior high students and (2) that research should also be conducted to compare the changes in self-concepts exhibited by a group of black students only in just one racial composition. (Author/AM)

ED 128 486 UD 016 236

Education of the Disadvantaged (Local School Districts).

Office of Education (DHEW), Washington, D.C.

Pub Date Apr 76

Note—6p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Compensatory Education Programs, *Educationally Disadvantaged, Evaluation, Federal Programs, Financial Policy, Financial Support, *Historical Reviews, Instructional Programs, Minority Group Children, *Objectives, *Program Descriptions, Program Design, *Program Effectiveness, Program Planning, School Districts, Success Factors

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I

This paper presents general information about Title I of the Elementary Secondary Education Act on the education of the disadvantaged pertinent to local school districts. From the beginning, the major portion of the Title I program was intended to supplement the education routine provided by local school districts for disadvantaged children. Each school can shape its Title I project in whatever way it feels necessary to meet the specific needs of the children in its classrooms — provided that it meets the requirements of the law. In the beginning, Title I tried to

provide everything to everyone, but with time the program has become more selective. Today, assistance is focused mainly on instructional services. About 90 percent of the nation's school districts participate in the basic Title I program, with about 15,000 school districts receiving Title I funds. One problem in making an objective assessment of Title I effectiveness has been in inequitable distribution of local and State funds in many school districts. Also in the early days of the program, testing was unsystematic, and few resources were available for evaluation. Today, a uniform evaluation reporting system is being developed, as well as improved Title I evaluation models. Reports indicate that the Title I child is achieving better in school. The program has raised the mathematics and reading scores of hundreds of disadvantaged youngsters across the nation. (Author/AM)

ED 128 487 UD 016 237

Kansas Annual Evaluation Report, 1975. Volume I, Title I ESEA Projects in Local Educational Agencies. Programs for Neglected and Delinquent Children.

Central Research Corp., Topeka, Kans.

Spons Agency—Kansas State Dept. of Education, Topeka.

Pub Date 75

Note—105p.; Appendix C may not reproduce clearly due to marginal print quality of original EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Annual Reports, *Delinquents, *Educationally Disadvantaged, Evaluation, Institutions, Mathematics, Minority Group Children, Participant Characteristics, *Problem Children, Program Content, *Program Descriptions, Program Effectiveness, *Program Evaluation, Reading Achievement, State Action, State Programs, Success Factors, Summative Evaluation

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Kansas

This document is arranged in three parts. Part I reviews the local educational agencies' (LEA's) Elementary Secondary Education Act (ESEA) Title I programs for fiscal year 1975. This review includes the following sections: program achievements in reading and mathematics for the regular term and for the summer term, statistical overview of Title I in Kansas (school enrollment, geographic distribution of program sites, participation by grade level, by activity, by race, by sex, and by public/nonpublic school attendance, and Title I expenditures), program operation in LEAs (attendance centers, staffing, parent advisory councils, materials, and evaluation tests), and program operation for the State Educational Agency (Title I section organizational chart, professional staff, staff services, and program management). Programs in State institutions for neglected and delinquent children are dealt with in Part II of this report. Included in this section are an introduction, an overview of the programs (background, participants, achievements, staff personnel, inservice training), and state administration (program development, program approval and implementation, program evaluation, program dissemination, and major problem areas). Three appendices comprise Part III: two data collection instruments, and a computer printout of the regular term student data summary. (Author/AM)

ED 128 488 UD 016 239

Title I in Action. Evaluation Summary Data 1974-75 Regular Session, 1975 Summer Session, Virginia.

Virginia State Dept. of Education, Richmond.

Pub Date 75

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Achievement Gains, *Compensatory Education Programs, Educationally Disadvantaged, Evaluation, Federal Programs, *Mathematics, Minority Group Children, Program Descriptions, Program Effectiveness, *Program Evaluation, *Reading Achievement, Reading Improvement, School Administration, Success Factors, *Summative Evaluation, Teacher Aides

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, *Virginia

The evaluation reports submitted by local educational agencies (LEAs) in Virginia during 1974-75 are the bases of the data and information contained in this report. Some of the

highlights of the analyses conducted on Title I programs are as follows. In the area of administration, enrollment in Title I classes has been concentrated in grades one through four. Enrollment in these grades increased six percent over 1973-74. The total number of teachers and other educators participating in Title I funded inservice training nearly doubled over the previous year. Of the factors that contributed most toward accomplishing Title I objectives, use of teacher aides was ranked by the LEAs as number one, as it has been for the past five years. During the past year, the greatest emphasis had been placed on reading and mathematics. In the area of reading, comparable data suggest that eligible Title I pupils gain about .68 in grade equivalent when not enrolled in Title I reading programs. Title I participants gained more than four additional months in grade equivalent than would have been expected were they not participants in Title I reading programs. In the area of mathematics, comparable data indicate that pupils would have been expected to gain about .72 months in grade equivalent per month of instruction had they not been enrolled in the Title I mathematics program. California Test results indicate the gain was doubled when students participated in the Title I program. (Author/AM)

ED 128 489 UD 016 240

Hunt, Barbara

Oregon Title I Annual Evaluation Report. Elementary and Secondary Education Act. Fiscal Year 1974.

Oregon State Dept. of Education, Salem. Compensatory Education Section.

Pub Date 74

Note—88p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Annual Reports, Community Involvement, *Compensatory Education Programs, Elementary Secondary Education, Evaluation, Federal Programs, Objectives, Personnel, Program Budgeting, Program Content, *Program Descriptions, Program Effectiveness, *Program Evaluation, School Districts, Student Characteristics, *Summative Evaluation

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, *Oregon

Two hundred and seventy-four Oregon Local Educational Agency (LEA) districts took part in 343 Title I Elementary Secondary Education Act (ESEA) funded projects in fiscal year 1974. This report is compiled from project evaluations submitted by these participating LEA's. Chapter 1 provides basic information about the school district participation in the programs. Chapter 2 consists of the evaluation of Title I programs. Chapter 3 contains selected project data such as student participation in Title I, expenditures, personnel, and community involvement. Results and conclusions are presented in Chapter 4. Title I is stated to be helping educationally disadvantaged students as follows: 60% of the districts report changes in their regular instructional programs as a result of dissemination from Title I projects; districts report that the majority of Title I students fully achieve district performance objectives; and the small subsamples of achievement data indicate that Title I students make cognitive gains of 1 to 1.3 months in grade level achievement for each month of instruction. Twenty-eight charts and four appendices are included. (Author/AM)

ED 128 490 UD 016 241

New York State 1974-75 ESEA Title I Annual Report. Section I: Program Descriptors.

New York State Education Dept., Albany. Bureau of Urban and Community Programs Evaluation.

Pub Date 75

Note—29p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Annual Reports, *Compensatory Education Programs, Data Analysis, Educationally Disadvantaged, Evaluation, *Federal Programs, Fiscal Capacity, Inservice Education, Minority Group Children, Participant Characteristics, Program Budgeting, Program Content, *Program Descriptions, Program Effectiveness, *Program Evaluation, Remedial Reading

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, *New York

The data contained in this document, summarized from local educational agencies' (LEAs') reports, provide an overview of the descriptive

characteristics of the projects at the statewide level. During fiscal year 1975, 796 projects approved by the New York State Education Department were conducted in 725 districts. There were 512,755 reported project participants receiving supplementary activities. The activity participants included 364,945 in mathematics, and 34,166 in aural/oral facility in the spoken English language for pupils whose first language was not English. Approximately 61 percent of the monies budgeted for projects was directed at remedial reading. Nearly 66 percent of the budgeted resources were directed at pupils in the elementary grades (1-6). The State obligated or expended approximately \$200 million of fiscal 1974 carry-over and 1975 ESEA Title I monies for supplementary instruction for low income youngsters. The effort purchased the services of 649 administrators, 10,819 teachers and 16,159 para- or non-professionals. Among the staff, about 36 percent or slightly over 10,000 received some form of in-service training. Overall, about one-half million educationally disadvantaged youngsters received supplementary remedial activities from the efforts of about 27,000 staff. (Author/AM)

ED 128 491 95 UD 016 242

New York State Program for Neglected and Delinquent Children, 1974 (Funded Under a Grant from Title I ESEA 1965).

New York State Education Dept., Albany. Bureau of Urban and Community Programs Evaluation.

Pub Date 74

Note—55p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Delinquents, Demonstration Programs, Disadvantaged Youth, Failure Factors, *Federal Programs, Mathematics, Problem Children, Program Content, *Program Descriptions, *Program Effectiveness, *Program Evaluation, Reading Achievement, State Programs, Success Factors, Youth Problems, Youth Programs

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, *New York

The available project data for participants in projects for neglected and delinquent in New York State are reviewed in this evaluation report. The data are organized by the State Education Department to present as comprehensive an overview as possible. Emphasis is placed on examining the reported norm-referenced achievement test results in the priority areas of reading and mathematics. The foci of the report include the following: program overview (data source, participants served, teacher-pupil ratio and inservice training); project characteristics (project session, project location, grade levels served, and needs assessment); program effectiveness (procedure, constraints, reading achievement overview, reading achievement summary, mathematics achievement overview, mathematics achievement summary, exemplary projects, and achievement summary). The report concludes that the available achievement data in reading and mathematics suggest that a certain measure of success is being obtained by projects serving neglected and delinquent children. Among the recommendations made are the following: the improvement of data collection procedures, the isolation and dissemination of alternative measurement devices for assessing pupil achievement, and the substitution of a more valid test instrument for the Wide Range Achievement Test used in the testing program. (Author/AM)

ED 128 492 95 UD 016 259

Fahrer, Kimberly, Comp. Vivolo, Robert, Comp. ERIC References on Urban and Minority Education. Equal Opportunity Review, July 1976.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 76

Contract—400-75-0008

Note—13p.; For related bibliography of doctoral dissertations, see UD 016 260

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bibliographies, Bilingual Education, Educational Change, Educational Discrimination, Educational Opportunities, Educational Problems, Educational Resources, *Elementary Secondary Education, Ethnic Groups, *Minority Groups, *Reference Materials, Resource

Materials, Special Education, *Urban Education

Two hundred and twenty-four items comprise this guide to the literature on urban and minority education which is not easily accessible to educational researchers, decision makers, and practitioners. It brings together significant works in this area which appear in the January 1975 through April 1976 issues of Resources in Education (the abstract journal of the ERIC document data base). The references all bear a 1975 publication date. "ED" identification numbers are included at the end of each citation, where appropriate. A subject index by citation number and a statement on the availability of the cited materials follow the bibliography. (Author/AM)

ED 128 493 95 UD 016 260

Fahrer, Kimberly, Comp. Vivolo, Robert, Comp. Doctoral Dissertations on Urban and Minority Education. Equal Opportunity Review, August 1976.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 76

Contract—400-75-0008

Note—11p.; For related bibliography of unpublished reports, see UD 016 259

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bibliographies, Bilingual Education, *Doctoral Theses, Educational Change, Educational Discrimination, Educational Opportunities, Educational Problems, Educational Resources, *Elementary Secondary Education, Ethnic Groups, *Minority Groups, *Reference Materials, Resource Materials, Special Education, *Urban Education

Two hundred and forty-five entries comprise this bibliography on doctoral dissertations on urban and minority education. This document is a guide to the literature on urban and minority education which is not easily accessible to educational researchers, decision makers, and practitioners. It brings together significant works in this area which appear in the January 1975 through May 1976 issues of Dissertation Abstracts International (the abstract journal of the University Microfilms doctoral dissertation data base). University Microfilms order numbers are included at the end of the citations, where appropriate. A subject index by citation number and a statement on the availability of the cited materials are included on a separate page. (Author/AM)

ED 128 494 95 UD 016 261

Jayatilke, Raja, Comp.

Grouping Practices. ERIC/CUE Capsule Bibliography Series, Number 1. August 1976.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 76

Contract—400-75-0008

Note—17p.

Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027 (\$0.50)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Ability Grouping, Age Grade Placement, *Annotated Bibliographies, Cluster Grouping, Educational Resources, Elementary Secondary Education, Ethnic Groups, Flexible Scheduling, *Grouping (Instructional Purposes), *Grouping Procedures, Heterogeneous Grouping, Homogeneous Grouping, *Minority Groups, Reference Materials, Resource Materials, Student Grouping, *Urban Education

This is the first of a series of Capsule Bibliographies on current issues in urban and minority education. It is a selection from a computer search using suitable descriptors matched against a standard Educational Resources Information Center (ERIC) Clearinghouse profile for urban and minority concepts. Such descriptors (subject headings) as grouping procedures, cluster grouping, grouping (instructional purposes), heterogeneous grouping, homogeneous grouping, student grouping, age grade placement, flexible scheduling, and ability grouping are used to encompass the concept of grouping practices. The bibliography covers materials in the ERIC System from January 1970 through March 1976. The cited items are arranged exactly as they have

been printed by the computer. Citations are in descending order of ERIC number. Documents follow the journal articles in the bibliography. A categorized index to the references is provided. (Author/AM)

ED 128 495 95 UD 016 262

Jayatilke, Raja, Comp.

Alternative Schooling. ERIC/CUE Capsule Bibliography Series, Number 2. August 1976.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 76

Contract—400-75-0008

Note—27p.

Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027 (\$0.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Alternative Schools, *Annotated Bibliographies, Community Schools, *Educational Alternatives, Educational Innovation, Educational Resources, Elementary Secondary Education, Ethnic Groups, Experimental Schools, Freedom Schools, *Minority Groups, *Reference Materials, Resource Materials, *Urban Education

This is the second of a series of Capsule Bibliographies on current issues on urban and minority education. It is a selection from a computer search using suitable descriptors matched against a standard Educational Resources Information Center (ERIC) Clearinghouse profile for urban and minority concepts. Such descriptors (subject headings) as freedom schools, alternative schools, community schools, educational alternatives, educational innovation, and experimental schools are used to encompass the concept of alternative schools. The bibliography covers materials in the ERIC system through July 1976. The cited items are arranged exactly as they have been printed out by computer. Citations are in descending order of ERIC number. Documents follow the journal articles in the bibliography. A categorized index to the references is provided. (Author/AM)

ED 128 496 95 UD 016 263

Jayatilke, Raja, Comp.

Human Relations in the Classroom. ERIC/CUE Capsule Bibliography Series, Number 3. August 1976.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 76

Contract—400-75-0008

Note—49p.

Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027 (\$1.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Activism, *Annotated Bibliographies, *Classroom Environment, Educational Resources, Elementary Secondary Education, Ethnic Groups, Group Relations, *Human Relations, Identification (Psychological), *Interpersonal Relationship, *Minority Groups, Reference Materials, Resource Materials, Self Concept, Student Attitudes, Teacher Attitudes, Teacher Education, *Urban Education, Violence

This is the third of a series of Capsule Bibliographies on current issues on urban and minority education. It is a selection from a computer search using suitable descriptors matched against a standard Educational Resources Information Center (ERIC) Clearinghouse profile for urban and minority concepts. Such descriptors (subject headings) as human relations, group relations, interpersonal relationship, self concept, identification (psychological) classroom environment, student and teacher attitudes, activism, violence, and teacher education are used to encompass the concept of human relations in the classroom. The bibliography covers materials in the ERIC system from January 1975 through June 1976. The cited items are arranged exactly as they have been printed out by computer. Citations are in descending order of ERIC number. Documents follow the journal articles in the bibliography. A categorized index to the references is provided. (Author/AM)

ED 128 497 95 UD 016 264

Jayatilke, Raja, Comp.
The Law, the Courts, and Minority Group Education. ERIC/CUE Capsule Bibliography Series, Number 4. August 1976.
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Aug 76
Contract—400-75-0008
Note—41p.

Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027 (\$0.50)
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Affirmative Action, *Annotated Bibliographies, *Educational Legislation, Educational Resources, Elementary Secondary Education, Ethnic Groups, Federal Court Litigation, Federal Legislation, *Integration Litigation, *Minority Groups, *Reference Materials, Resource Materials, School Attendance Legislation, *School Integration, Supreme Court Litigation, *Urban Education

This is the fourth of a series of Capsule Bibliographies on current issues in urban and minority education. It is a selection from a computer search using suitable descriptors matched against a standard Educational Resources Information Center (ERIC) Clearinghouse profile for urban and minority concepts. Such descriptors (subject headings) as educational legislation, school attendance legislation, federal legislation, integration litigation, federal court litigation, supreme court litigation, and affirmative action are used to encompass the concepts of the law and the courts. The bibliography covers materials in the ERIC system from January 1970 through July 1976. The cited items are arranged exactly as they have been printed out by computer. Citations are in descending order of ERIC number. Documents follow the journal articles in the bibliography. A categorized index to the references is provided. (Author/AM)

ED 128 498 95 UD 016 265

Jayatilke, Raja, Comp.
Collegiate Compensatory Programs. ERIC/CUE Capsule Bibliography Series, Number 5. August 1976.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Aug 76
Contract—400-75-0008
Note—71p.

Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027 (\$1.00)
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Annotated Bibliographies, College Admission, *College Bound Students, College Entrance Examinations, College Placement, College Preparation, *Compensatory Education, Compensatory Education Programs, Educational Resources, Ethnic Groups, *Minority Groups, Negro Colleges, Open Enrollment, Post Secondary Education, *Reference Materials, Resource Materials, *Urban Education

This is the fifth of a series of Capsule Bibliographies on current issues in urban and minority education. It is a selection from a computer search using suitable descriptors matched against a standard Educational Resources Information Center (ERIC) Clearinghouse profile for urban and minority concepts. Such descriptors (subject headings) as compensatory education, compensatory education programs, college bound students, college admission, college entrance examinations, open enrollment, college placement, college preparation, and Negro colleges are used to encompass the concept of College Compensatory programs. The bibliography covers materials in the ERIC system from January 1970 through July 1976. The cited items are arranged exactly as they have been printed out by computer. Citations are in descending order of ERIC number. Documents follow the journal articles in the bibliography. A categorized index to the references is provided. (Author/AM)

ED 128 499 UD 016 266

McLachorn, James E.
A Model Program: Preferential Treatment for the Educationally Disadvantaged Youth.
Pub Date 18 Dec 75

Note—105p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Dropout Identification, *Dropout Prevention, *Economically Disadvantaged, Educationally Disadvantaged, Individualized Instruction, Job Training, *Junior High School Students, *Occupational Guidance, Program Development, Program Evaluation, Teacher Workshops, Vocational Development, Vocational Education, *Work Experience Programs, Work Study Programs

Identifiers—*Florida (Jacksonville)

The purpose of this practicum was to develop and test a model work experience program designed to meet the needs of junior high school students identified as educationally disadvantaged and/or potential school dropouts. The model program included occupational orientation, occupational preparation, and on-the-job training experiences. The program was designed so that it might serve as a terminal education point for 16 year old students. Instructional materials linking vocational and related education to individual student needs were utilized. Instructor workshops were a very important aspect of the program. Student selection was refined. An instructor's guide to facilitate transportability of the program from one school to another was developed. The model was tested experimentally and evaluated with respect to six specified objectives by comparison of the model group with a control group and with a stratified random sample of comparable students during the semester preceding initiation of the model program. Implementation of the model program as the county-wide junior high school work experience at the beginning of the 1975-76 school year is noted to be an indicator of practicum success. (Author/JM)

ED 128 500 UD 016 267

Thomas, Thomas C. Kutner, Stephen I.
Subcounty Allocation of ESEA Title I Funds.
Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.

Spons Agency—Office of the Assistant Secretary for Education (DHEW), Washington, D.C.
Report No.—SRI-EPRC-2158-23
Pub Date Jan 75

Contract—OEC-0-72-5016
Note—73p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Administrative Policy, Compensatory Education, Educational Finance, Educational Needs, *Educational Resources, *Federal Aid, Federal Programs, *National Surveys, Needs Assessment, Program Budgeting, Public Policy, *Resource Allocations, *School District Spending, State Action

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I

Congress has chosen to allocate by formula the compensatory education funds in Elementary Secondary Education Act Title I down to only the county level. From the county to the local school district the state may choose any option or allocator deemed consistent with the overall objective of concentrating the funds in districts with a large number of students from low income families. It appears that a more even distribution of priorities in compensatory education across low income students living in a variety of population densities may be desired. Whether or not the present allocations are consistent with these priorities is a question of judgment. To support such judgment, this report provides an analysis of the effect of alternative allocators on school districts in selected counties in five different states whose demographic characteristics and available data base permitted highlighting the magnitude of the effects of different choices. The sample was selected mainly to look at counties that contained a large city, suburbs, and rural areas. The analysis is stated to be quite complicated because there are various factors impacting on allocation and their effect could not be analytically combined. (Author/JM)

ED 128 501 95 UD 016 268

Russell, Ernest Rist, Ray
Program Plan Fiscal Year 77, Educational Equity Group.

National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group.
Pub Date Jun 76

Note—34p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Agencies, Biculturalism, Bilingual Education, Compensatory Education,

Discipline Policy, Economically Disadvantaged, *Equal Education, Federal Government, Minority Groups, *Nondiscriminatory Education, Non English Speaking, Program Planning, *School Integration, *Sex Discrimination, *Social Discrimination

Identifiers—*National Institute of Education, NIE
The Educational Equity Group was established in 1975 within the National Institute of Education (NIE) to bring a renewed focus to several research and developmental activities previously carried out in separate organizational units of the institute. The group's mandate is to investigate and develop ways to provide high quality education for those with limited educational opportunities. The Educational Equity Program focuses on educational problems faced at all levels by substantial numbers of children and adults who are not well served by the nation's public schools. The Fiscal Year 1977 program focuses on students with any of the following characteristics: live in a milieu of low socioeconomic level; have little or no knowledge of English; are restricted by sex role stereotypes; are participating in the process of school desegregation; belong to an ethnic or racial minority; have learning styles and behavior patterns that differ markedly from school norms. Five NIE units—whose programs are discussed in this brochure—have become the Educational Equity Group: the Compensatory Education Division, the Desegregation Studies Staff, the Multicultural/Bilingual Division, the School Discipline Studies Staff, and the Womens' Research Staff. (Author/JM)

ED 128 502 UD 016 269

Christenson, James A. Yang, Choon
Dominant Values in American Society: An Exploratory Analysis.

Pub Date [74]

Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Economic Factors, Educational Background, Heads of Households, Measurement Techniques, Personal Values, Racial Attitudes, *Racial Differences, *Social Differences, *Social Structure, Social Values, Socioeconomic Status, Statistical Analysis, *Surveys, *Values

Identifiers—*North Carolina, Williams (Robin)

Among the many attempts made to document value patterns in American society, Robin Williams' analysis might be meaningful for investigating dominant values. A major problem with Williams' approach is that it never labels specific values but only describes general areas of conceived preferential behavior in which values might be discovered. Nor does it deal with the relative importance of different values. The purposes of this paper are: (1) to operationalize Williams' value scheme for empirical investigation; (2) to describe the relative priority accorded to various dominant values; and, (3) to differentiate value systems according to several major stratification variables. Data were gathered during the spring of 1973 from 3,115 heads of households in North Carolina, who returned mail questionnaires. The findings indicated that a high degree of similarity existed among the studied segments of society in the relative priority attached to most social and personal dominant values. However, the divergent priorities and intensity of concern between whites and nonwhites (regardless of educational attainment or income level) towards values concerning equality, achievement, and patriotism suggested a possible tension which could indicate potential value conflict. (Author/JM)

ED 128 503 UD 016 270

Tucker, C. Jack Hollingsworth, J. Selwyn
Selected Demographic Differences Among Southern Rural Blacks, 1970: The Case of the Black Belt.

Pub Date 24 Aug 75

Note—15p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, California, August 24, 1975)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Census Figures, Comparative Analysis, *Demography, Dependents, Labor Force Nonparticipants, *Migration Patterns, National Surveys, Negro Employment, *Negroes, Population Trends, Relocation, *Rural Population, Rural to Urban Migration, *Southern States

The research reported in this paper is concerned with: the continued shrinkage of the area

commonly known as the Southern black belt -- counties in the old South having a major proportion of their populations consisting of Negroes -- up until 1970; the recent role migration has played in black population loss; and the probable effects of lengthy and heavy out-migration on characteristics of the black population remaining behind. When the combined effects of history and demographic characteristics are examined, it is concluded that the Southern black belt remains unique. It has continued to shrink in size, and even when size is held constant, considerable black population loss has occurred through massive out-migration of youth and young adults. This has resulted in the remaining population being increasingly composed of elderly persons and young children. Although the loss of black population relieves many employment problems, there is no doubt that declines in the proportion of working age blacks has had deleterious effects on the welfare of the elderly and children, since they require a minimal labor force for their support. This they do not currently have. (Author/JM)

ED 128 504 UD 016 271

John-Steiner, Vera Cooper, Elizabeth
Recent trends in Bilingual Education.
Columbia Univ., New York, N.Y. ERIC
Clearinghouse on the Urban Disadvantaged.
Pub Date Aug 76

Note—30p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Biculturalism, *Bilingual Education, Bilingual Students, *Compensatory Education, Cultural Education, Curriculum Development, Educational Assessment, Educational Change, *Educational Development, Handicap Detection, Handicapped Children, Language Tests, Parent Participation, *Program Development, Supreme Court Litigation
During the last decade, bilingual programs have increased dramatically in number and scope; but there are still many problems to be resolved in implementing cultural pluralism. The definition of who is bilingual is an important issue. Bilingual programs currently in existence vary between the widely used transitional model (where instruction is conducted in both languages for the first three years schooling, but in the third year instructors make the transition to a sole reliance on English as the teaching language) and reciprocal bilingualism, where children of the mainstream are exposed to instruction in two languages in their early years. The large majority of programs currently in existence lack effective parental participation. New approaches to assessing language proficiency are now being developed. Established programs are now pioneering in the development of culturally relevant and interesting materials; a national network of Materials Development and Resources Centers is in service. The trend in current evaluative efforts in bilingual education is in the direction of a narrower set of objectives, for a uniform and standardized assessment of outcomes is now required for federally funded programs. (Author/JM)

ED 128 505 UD 016 272

Estrada, Josephine
Puerto Rican Resource Units.
New York State Education Dept., Albany. Bureau of Migrant Education.
Pub Date 76

Note—89p.
EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Annotated Bibliographies, Bilingual Education, Cultural Education, Cultural Enrichment, *Curriculum Development, Educational Resources, *Elementary Secondary Education, *Instructional Aids, Intercultural Programs, *Puerto Rican Culture, Puerto Ricans, *Resource Guides, Resource Materials, *Resource Units, Social Studies

Identifiers—*Puerto Rico
Funded by combined Title I Migrant and Title IV Civil Rights Act funds, this guide on six major themes dealing with Puerto Rico was developed primarily for use by teachers in elementary and secondary schools. The guide is designed to provide teachers and students with a better understanding of Puerto Rican and culture. Although the publication was originally developed for use in migrant education programs, its units can serve as a resource for use in bilingual, social studies, or cross-cultural programs at the elementary and secondary levels. The "Over-

view" section summarizes and highlights key items relating to the major themes. "Objectives and Activities" provide a framework within which the units can be used. The "Teachers' Aids" identify supplemental resources which are further developed in the bibliography. The bibliography also includes annotations of other books and articles pertaining to Puerto Rican history and culture. Grade levels, publishers, and publication dates (where available) are noted for each entry. In addition, a list of publishers' addresses is provided. (Author/JM)

ED 128 506 UD 016 273

Taft, Earl A.
Black Families Under Stress: A Metropolitan-Non-metropolitan Comparison of Relationships Between Family Disability and Internal Family Interaction.

Prairie View A and M Univ., Tex. Cooperative Research Center.

Report No.—PVAM-CRC-DTR-73-1
Pub Date Dec 73

Note—108p.; Revision of author's unpublished Master's Thesis in Sociology, 1973

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Community Characteristics, Economically Disadvantaged, Family Characteristics, *Family Problems, Family Relationship, Family Structure, Interaction, Low Income, *Mentally Handicapped, *Negroes, *Physically Handicapped, Poverty Research, *Rural Urban Differences, Statistical Analysis, Surveys

Identifiers—*Texas

The major research question in this report is the extent to which family membership disability affects the magnitude of internal family interaction. Other research foci addressed here are: the relationship that exists between parental-nonparental or husband-wife positional locations of disabled family members and the magnitude of internal family interaction; and the influence that community type (rural-urban) or family type (nuclear-extended or complete-incomplete) has. Data for this study came from interviews with 553 black homemakers conducted during the summers of 1970 and 1971 in a large metropolitan center, a small town, and two small open-country villages in East Texas. Four major abstract conclusions are drawn: disabled families generally experience lower levels of internal family interaction than nondisabled families; there are no universal relationships between the degree of family membership disability and the degree of internal family interaction; neither community nor family type significantly influences the impact of the incidence of family membership disability; and certain community and family types influence certain relationships between the degree of family membership disability and the degree of internal family interaction. (Author/JM)

ED 128 507 UD 016 274

Pottinger, J. Stanley
Statement...Concerning Enforcement of Equal Opportunities and Anti-Discrimination Laws in the Public Broadcasting Industry.

Pub Date 9 Aug 76

Note—14p.; Statements before the House Committee on Interstate and Foreign Commerce, Subcommittee on Communications (Washington, D.C. August 9, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Policy, Affirmative Action, Bias, Black Community, Broadcast Industry, Civil Rights, *Community Benefits, *Employment Opportunities, Federal Aid, Law Enforcement, *Legal Responsibility, *Minority Groups, Policy Formation, *Programming (Broadcast), Television

Identifiers—*Civil Rights Act 1964, *Corporation for Public Broadcasting

J. Stanley Pottinger, Assistant Attorney General in charge of the Civil Rights Division (CRD) of the Department of Justice, was invited to testify before the committee concerning the existence and extent of discrimination in the public broadcasting industry. The Justice Department was concerned with the Civil Rights Act, Title VI. Members of his Federal Program Section met with officers of the Corporation for Public Broadcasting (CPB) during the latter of 1974 to discuss their responsibilities under Title VI, and to attempt to develop an enforcement program. Title VI prohibits discrimination on the basis of race, color, or national origin in any pro-

gram or activity receiving federal financial assistance. The General Counsel for CPB expressed the view consistently that, because CPB is not a government agency, it is not subject to the requirements of Title VI. CRD's position was then, and is now, that while CPB may not be a government agency, this means only that they are not required to adopt the regulating procedures envisioned by that section; but the corporation, being a recipient of Federal funds, is still subject to the nondiscrimination provisions, and more importantly, is responsible for their subrecipients' use of subgrants. (Author/JM)

ED 128 508 UD 016 275

Mims, Murry And Others
Work Experience Employability Skills, Junior High.

Duval County School Board, Jacksonville, Fla.
Pub Date Aug 75

Note—143p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Career Exploration, Consumer Education, Curriculum Development, *Educational Objectives, Guides, Job Application, *Job Skills, *Junior High Schools, Money Management, Performance Criteria, Skill Development, Vocational Counseling, *Vocational Education, Work Attitudes, *Work Experience Programs

Identifiers—*Florida (Jacksonville)

Educators have long recognized the need for schools to train students adequately for the world of work. This training includes both the necessary technical skills and employability skills. This document, the Employability Skills Guide, is Duval County Schools' part of such a plan to meet this need. The performance objectives utilized in this guide are designed to aid students in learning ways to become more effective in both work and life situations. More specific objectives of the Work Experience Program are to develop skills in the areas of job finding, job retention, proper attitude, money management, and buying practices. Career exploration is a necessity and is stressed. The course in this guide is designed to involve students in Grades 7, 8 and 9 in the employment-finding procedures, employer-employee relationships, and experiences that will directly benefit the student in choosing a future vocation. During the one hour instruction period that this course runs, the student will learn about the world of work, personality traits, attitudes, appearance, and job information. (Author/JM)

ED 128 509 95 UD 016 276

Hodkinson, Harold L. Rist, Ray C.
School Desegregation in 1970's: Problems and Prospects.

National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group.
Pub Date 23 Jul 76

Note—28p.; Paper prepared for presentation to the National Council on Educational Research (Washington, D.C., July 23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Federal Government, Federal Legislation, Government Role, Integration Litigation, *Integration Methods, *Legal Responsibility, Northern Schools, Policy Formation, *Political Issues, *Public Policy, *School Integration, Social Problems, Suburban Schools, Supreme Court Litigation, Urban Schools

Identifiers—*National Institute of Education, NIE

The efforts of the National Institute of Education (NIE) in the area of school desegregation are located within the Desegregation Studies Staff. This staff is directing research and development activities aimed at answering three broad questions of knowledge, policy, and practice. The staff has focused its efforts on an understanding of the social processes involved in the desegregation effort. It has done so with a desire to provide answers to those questions most central to achieving stable and humane integrated education. The following are suggested as factors that, in fact, are contributing to the present unsettled situation: (1) the problem of the apparent random policy of desegregation in the North; (2) the problem that segregated metropolitan housing patterns has made desegregation high unto impossible in some large cities; (3) the problem of de jure segregation; (4) the problem of resistance to Federal control; and (5) the problem of many remaining unconvinced of the educational merits of desegregation. There are a variety of both short and long run policies available and which

relate to effective and viable integrated education. A discussion is presented of the alternative both at the Federal and state/local levels. (Author/JM)

ED 128 510 UD 016 277
Levinsohn, Florence Hamlish, Ed. Wright, Benjamin Drake, Ed.

School Desegregation: Shadow and Substance.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 1 Sep 76

Note—216p.; Originally published in May 1976 issue of "School Review"
Available from—University of Chicago Press, 5801 Ellis Avenue, Chicago, Illinois 60637 (\$3.95, paper)

Document Not Available from EDRS.

Descriptors—*Anthologies, Educational Opportunities, Educational Quality, Federal Government, Government Role, Integration Litigation, *Integration Methods, Integration Plans, *Integration Studies, Political Issues, *Public Policy, Racial Discrimination, Research Problems, *School Integration, Urban Schools

Identifiers—California (San Francisco), *Coleman (James S.), Illinois (Chicago), Michigan (Detroit), Mississippi (Hattiesburg)

The contents of this anthology of essays on school desegregation focus on such topics as racial balance and quality education, school desegregation as a synonym for racial equality, failure of academic research to be useful, James S. Coleman's desegregation research and policy recommendations, busing plans and how they work, white against white in school integration, school desegregation and the revolt of middle America, the deadly inadvertent bias of television, the courts, the legislature, and the Presidency, and school desegregation policy, ideology, methodology, and national policy in relation to school integration, desegregating urban areas, open enrollment and fiscal incentives, desegregated housing as the ultimate solution, and the reflections on school desegregation by teachers from four cities—Chicago, Hattiesburg, San Francisco, and Detroit. (Author/JM)

ED 128 511 UD 016 278

Sewell, William H. And Others

Schooling and Achievement in American Society.

Pub Date Jul 76

Note—535p.; Based on papers originally presented at meetings of an ACT Research Institute Seminar between October 1971 and May 1973

Available from—Academic Press Inc., III Fifth Avenue, New York, N. Y. 10003 (\$24.00, cloth)

Document Not Available from EDRS.

Descriptors—Academic Ability, *Academic Achievement, *Anthologies, Economic Opportunities, Economic Research, *Economic Status, Educational Assessment, *Educational Benefits, Educational Research, Evaluation Methods, Higher Education, Psychological Characteristics, *Research Methodology, School Role, Success Factors

This book is an outgrowth of an interdisciplinary seminar on achievement processes. The 15 chapters of this book are distributed into three substantive sections. Part One includes a series of chapters dealing in one way or another with achievement in the life cycle. One chapter discusses the causes and consequences of higher education and interprets a structural equation model, based on longitudinal data from a large sample of Wisconsin youth. Part Two, Institutional Effects, includes a series of papers that deal with the effects of various features and climates of school and colleges on cognitive and socioeconomic achievement. One chapter examines the "very difficult" question of the effects of school resources on students' intellectual and attitudinal development, reviewing and evaluating the numerous studies that were stimulated by the Coleman report. Part Three, Methodological Issues, contains two chapters, both of which deal with specific methodological problems. Almost every chapter in the book contains extensive methodological discussions, and several modify or extend existing statistical techniques, but their principal focus is on substantive issues and not on methodological developments. (Author/JM)

ED 128 512

Stewart, Paul L.

Deviance Theory, Black Youth and Mental Health Professionals.

Pub Date Mar 76

Note—25p.; Paper presented at National Conference on the Black Family in America: Black Youth (Louisville, Kentucky, March 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Anti Social Behavior, Crime, Delinquency, Delinquent Behavior, Drug Abuse, Drug Addiction, Individual Characteristics, *Mental Health, Negro Culture, *Negroes, Negro Role, Negro Stereotypes, *Negro Youth, *Professional Personnel, Social Influences, *Socially Deviant Behavior, Socially Maladjusted, Social Values, Stealing

The nature of some of the relationships and interactions between black youth and mental health professionals are explored by this paper. It is organized into the following four discussions: (1) a portrait of black youth, given as background information; (2) specific portions of deviance theory as it relates to black youth; (3) black youth as deviants; and (4) interactions between mental health professionals and black youth. It is concluded that black youth are in no need of any particular types of social interventions. What is at issue here is the role assigned to them by contemporary society. Inasmuch as they tend to be treated by persons who share negative attitudes about their values and life styles, this denies them access to equal justice and human dignity under the law. This problem is addressed by understanding. Understanding the social and psychological damage of negative stereotypes which black youth must contend with assures the good law enforcement professional and the effective mental health worker that their chances of success will be greatly improved when working with any population defined as deviant. (Author/AM)

ED 128 513

Kemle, Eugenia

[Violence in the Schools and Public/School Policies.]

Pub Date 15 Dec 75

Note—9p.; Speech made at the Annual Meeting of the Council for Educational Research and Development (December 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Crime, Delinquency, *Discipline Policy, Economic Factors, Educational Policy, Government Role, *Policy Formation, Political Issues, Public Policy, Public Schools, School Vandalism, *Student Rights, Student Role, *Supreme Court Litigation, Suspension, *Violence, Youth Problems

The issue of school violence as well as the various public policies and school policies which have an impact on several issues are addressed in this paper. These issues are school suspensions, the distinctions between youth and adult crime, the question of who is to blame for student actions, and which institutions and individuals should be held responsible for what takes place in schools. Youth crime in the schools is high and on the rise. The cost of this crime to the public schools is estimated to be about \$600 million a year. While this side of the coin is presented, the series of court decisions and a number of reports which criticize the public schools for the way they handle disruptive students is given as well. These place added burdens on public school officials and fail to grapple with the inadequate resources and facilities of the public schools, especially in a period of an economic crunch. Another aspect of the problem relates to a reanalysis of how the courts should deal with youth crime. While not particularly a school question, the two are closely related. It is concluded that school violence is not simply a school problem, but it is tied to large social problems. (Author/AM)

ED 128 514

Gordon, Edmund W.

Toward an Understanding of Educational Equity.
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 76

Note—5p.; Excerpt from paper submitted to the NIE Educational Equity Group, "Programmatic

UD 016 279

Conceptualization and Mission Statement."

Draft No. 5, January 23, 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Conceptual Schemes, Cultural Awareness, *Cultural Differences, *Cultural Pluralism, *Definitions, Democratic Values, Educational Needs, Educational Policy, *Equal Education, Ethnic Groups, Individual Characteristics, *Individual Differences, Learning Characteristics, Minority Groups, Models, *Moral Values, Policy Formation, Social Values

Identifiers—*Educational Equity

The equalization of educational opportunity, the achievement of a greater degree of equity, is a central concern of educators today. The way in which this concern is conceptualized can have a great influence on the extent to which the concern is translated into programs, and on the way programs ultimately address the problem that gave rise to the concern in the first place. The national problem posed by a concern with equity is that of making educational and social development as well as participation in society and survival, independent of the backgrounds from which differential status group members come. Educators must rise to the challenge by manning a two-pronged effort: to insure equality in the distribution of educational resources, and to insure equal protection in the distribution of resources in relation to social group characteristics. This would also be in relation to functional group characteristics as may be determined by mental, physical, and social conditions and as may be reflected in the processes by which learning behaviors and developmental choices are mediated. A concept such as equal opportunity may not be sufficient to make educational and other achievements independent of ethnic groups, race, or sex, and a concept such as human diversity with social justice is preferred. (Author/AM)

ED 128 515

Danziger, Sheldon

Determinants of the Level and Distribution of Family Income in Metropolitan Areas, 1969.
Discussion Papers 320-75.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.; Manpower Administration (DOL), Washington, D.C.

Report No.—IRP-DP-320-75

Pub Date Dec 75

Note—29p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Conceptual Schemes, *Family Income, Family Resources, Family Status, *Income, Industry, Labor Market, Low Income Groups, *Metropolitan Areas, Minority Groups, *Models, *Poverty Research

Identifiers—*Income Distribution

A recursive model that accounts for the variation in the level and distribution of family income across metropolitan areas is formulated and estimated in this paper. The model draws from both the human capital and the job competition theories of the labor market in the emphasis it places on the industrial structure of the metropolitan area. Then, the impacts of changes in racial, educational, and industrial composition on the level and distribution of income are analyzed. This paper differs most from earlier works in its emphasis on the determination of both the income level and its distribution. It is shown that many of the variables have opposing effects on the dependent variables. It is held that the results can be used, with caution, to speculate about the likely effects of changes in industrial composition and other attributes of an area and its labor force on the level and distribution of income. The results are seen to establish a case for further analysis of the relationship between income levels and the degree of inequality across metropolitan areas. (Author/AM)

ED 128 516

Inbar, Michael

The Vulnerable Age Phenomenon.

Russell Sage Foundation, New York, N.Y.

Pub Date 76

Note—58p.; Social Science Frontiers Series

Available from—Russell Sage Foundation, 230 Park Avenue, New York, N.Y. 10017 (Single copies free of charge; additional copies \$1.00 per copy)

Document Not Available from EDRS.

UD 016 286

Descriptors—*Adjustment (to Environment), *Adjustment Problems, Age, *Age Groups, Child Care, Child Development, Children, *Conceptual Schemes, Cross Cultural Studies, Geographic Location, Immigrants, Mobility, Models, Research Needs, Research Problems, Sex Differences, *Stress Variables, Theories, Transient Children

Identifiers—Canada, *Critical Periods, Israel, Project Talent Data Bank, United States, *Vulnerable Age Phenomenon

This monograph discusses a recently documented finding which suggests that children in about the 6 to 11 year old bracket may be more vulnerable to crises in their environment than either younger children or older adults. A prerequisite for remedial policies is a sound theoretical understanding of the problem; although this understanding is seen to be nonexistent presently, hypotheses said to be both reasonable and promising are indicated. But, before these or other theoretical explanations are investigated, there is a task that is given priority over all others. This task consists in the documentation of replications that have been carried out. The original Israeli study and a Canadian replication are discussed in the introduction and in a chapter consisting of additional evidence for the phenomenon. Another chapter analyzes and reports for the first time the Talent Data bank. This progress report on the evidence which has been assembled in support of the existence of a vulnerable age effect suggests that the effect in mid-childhood is clearly and recurrently observable for boys. For girls too, the effect is noticeable, although not invariably so. A school selection effect is distinguishable as well; however, its impact on migrants is somewhat less predictable for boys, and even less so for girls, than is the vulnerable age phenomenon proper. Areas for needed future research are indicated. (Author/AM)

ED 128 517

UD 016 287

Andes, John O. And Others

Changes in Organizational Structures of Large School Systems with Special Reference to Problems of Teacher Militancy and Organizational Conflict.

Florida Univ., Gainesville.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-0254

Pub Date Mar 71

Grant—OEG-0-8-080254-4461(010)

Note—301p.

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—*Change Agents, Change Strategies, Conceptual Schemes, Conflict, Conflict Resolution, Decision Making, Educational Change, *Models, *Organizational Change, Organizational Climate, *Organizational Development, Planning, School Organization, *School Systems, Social Change, Teacher Militancy, *Urban Schools

This project presents a developmental study of alternative models for the organization of large school districts. Its objectives are: (1) to conceptualize, describe, and develop alternative administrative structures for large urban school systems; (2) to conceptualize and describe staffing policies for the different models; and, (3) to conceptualize the organizational arrangement and procedures required for the resolution of organizational conflict, such as administrator, board member, and teacher conflicts arising from teacher militancy. Seven chapters address the following topics: the problem and procedures for the study, school district organization and administration (history, review of the literature, and other issues), confrontation, politics, and conflict in urban school systems models of large school system organization, alternative models for large school system organization, consequential analysis, and the summary of findings, conclusions, and implications. A series of appendices, tables, and figures are also included. There is indication that the intensity of conflicts in many urban school districts may divert too much of the energy of school administrators and other personnel away from the primary goal to provide quality educational programs. Also indicated is the need for a system that is more flexible and more responsive, for increased communication, and for the increased opportunity to participate in decision making. (Author/AM)

ED 128 518

UD 016 288

Knorr, Frank, Ed.

Fulfilling the Letter and Spirit of the Law. Desegregation of the Nation's Public Schools. A Report to the United States Commission on Civil Rights, August 1976.

Commission on Civil Rights, Washington, D.C.

Pub Date Aug 76

Note—328p.

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.

Descriptors—Civil Rights, Civil Rights Legislation, Equal Education, Ethnic Groups, Failure Factors, Integration Effects, Integration Litigation, Integration Methods, *Integration Studies, Minority Groups, Negro Education, Negroes, *Program Evaluation, *Public Schools, *Racial Integration, *School Districts, *School Integration, Success Factors

This report contains the Civil Rights Commission's evaluation of school desegregation in a variety of school districts throughout the United States and is based on data obtained from commission hearings, State Advisory Committee to the Commission meetings, mail surveys to 1,291 school districts, and 900 indepth interviews in 29 school districts. Recent commission initiatives which resulted in data gathering included hearings and meetings in Boston, Denver, Tampa, Louisville, Berkeley, Minneapolis, Stamford, and Corpus Christi. The main body of the report focuses on and discusses such topics in relation to school desegregation as: the role of leadership, preparation of the community, restructuring of school districts, desegregation and educational quality, minority staff concerns, classroom integration, extracurricular activities, student attitudes, and discipline in desegregated schools. At the end of the evaluation, the report asserts that the one conclusion that stands out above all others is that desegregation does work. The commission recommends that the following be kept in mind if the "substantial progress being made in school desegregation is to be built upon": (1) leaders must accept that desegregation is a constitutional imperative; (2) the Federal government must strengthen and expand programs designed to facilitate desegregation; (3) there must be vigorous enforcement of laws contributing to the development of desegregated communities; and (4) a major investment of time and resources must be made in order to deal with misconceptions relating to desegregation. (RJ)

ED 128 519

UD 016 289

Allen, Walter R.

The Family Antecedents of Adolescent Mobility Aspirations.

Pub Date Mar 76

Note—32p.; Paper prepared for presentation at the Annual Conference on the Black Family: Black Youth (3rd, Louisville, Kentucky, March 4-6, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Aspiration, *Aspiration, Caucasians, Child Rearing, *Comparative Analysis, Educational Mobility, *Family Background, *Family Influence, Family Structure, *Males, Negroes, Occupational Aspiration, Occupational Mobility, Parent Child Relationship, *Racial Differences, Socioeconomic Status

Identifiers—*Illinois (Chicago)

The effects of family background factors on the mobility aspirations of 70 black and white Chicago, Illinois male adolescents were investigated. Data on family socioeconomic status, family structure, parent aspirations for the son and parent-child relationships were obtained by interviewing the father, mother, and son in each family. Results indicate that although levels of aspiration do not differ by race, the determinants of these aspirations do. Among black adolescents, the mother was the most influential in the determination of aspirational levels, while among the whites it was the father. This finding is not to be construed as a negation of the other parent's role, however, since in both cases the overall parent effect on son's aspiration was positive. Parent aspirations for the son explains nearly half the variance in adolescent aspiration for both races. (Author/AM)

ED 128 520

UD 016 292

Pingo, Estela G.

Bilingual-Bicultural Education for Filipino Americans.

Berkeley Unified School District, Calif. Asian American Bilingual Center.

Pub Date 5 Jun 76

Note—10p.; Paper presented at a BABEL/CIMA Conference (June 5, 1976) and published as a supplement to the Asian American Bilingual Center Newsletter, v1 n4 July 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bilingual Education, Bilingualism, *Bilingual Schools, Bilingual Students, Bilingual Teachers, Cultural Background, Cultural Differences, *Educational Objectives, Elementary Secondary Education, English (Second Language), Ethnic Groups, *Filipino Americans, Individual Needs, Minority Groups, *Models, *Student Needs

Various issues involved in the bilingual-bicultural education of Filipino Americans are addressed in this paper. Specifically, its aim is to define the role of bilingual education for the Filipino immigrant student. Educational goals are considered first. In deliberate planning, goal setting precedes assessment of the situation. The discrepancy between goals and what is actually obtained reflects the needs. The educational goals in the bilingual program are not to be different from those in the regular program except for the inclusion of the development and maintenance of bilingualism. The Filipino student's needs are discussed next. Basically, Filipino Americans need bilingual education, and Filipino bilingual teachers are best able to communicate the encouragement and understanding needed by students who have recently immigrated. Maintenance of Filipino can be achieved without implementing a curriculum wide bilingual instruction scheme. A frame work for bilingual education is proposed in the second half of the paper. Adoption of this model will allow the Filipino language to be kept as an alternate tool of communication. The bilingual scheme proposed discusses the elementary and high school programs, and staff development. (Author/AM)

ED 128 521

UD 016 293

Wang, L. Ling-Chi

Lau v. Nichols: History of a Struggle for Equal and Quality Education (An Excerpt).

Berkeley Unified School District, Calif. Asian American Bilingual Center.

Pub Date Oct 75

Note—7p.; Excerpt published as a supplement to the Asian American Bilingual Center Newsletter, v1 n1 October 1975

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bilingual Education, Bilingualism, Bilingual Schools, Bilingual Students, *Chinese Americans, Cultural Differences, Cultural Pluralism, Educational Policy, English (Second Language), Equal Education, Ethnic Groups, *Historical Reviews, Minority Group Children, Non English Speaking, *Policy Formation, *Supreme Court Litigation

Identifiers—*California (San Francisco), *Lau v. Nichols

The history and issues leading to the Supreme Court decision which recognized the special educational needs and rights of limited English speaking students is traced in this article. Also discussed are the ensuing community struggles for the right to fashion the appropriate relief mandated by the Supreme Court and for the right to have quality bilingual bicultural education for students of all language and cultural backgrounds. The suit of Lau v. Nichols relating to San Francisco Unified School District was the last resort after all known channels for seeking equal educational opportunity had been exhausted. Paralleling the deteriorating situation in the school district were the accelerating juvenile delinquency rates in the 1960's in the Chinese community. The significance of the Lau v. Nichols decision nationwide was immediately felt. There are, according to the U.S. Office of Education, approximately five million school children in the U.S. covered by the decision. Beyond its impact on public education, this decision has long-range legal implications on both the effectiveness and quality of government sponsored social and legal services now provided to non-English speakers across the nation. (Author/AM)

ED 128 522

UD 016 294

Jordan, Vernon E., Jr.

The State of Black America, 1976.

National Urban League, Inc., New York, N.Y.

Pub Date 28 Jan 76

Note—28p.; Statement at "The State of Black America" Press Conference (Washington, D.C. January 28, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Black Community, *Crime, *Economic Factors, *Economic Status, *Health Conditions, *Health Needs, *Negro Education, *Negro Employment, *Negroes, *Negro Housing, *Negro Leadership, *Negro Role, *Policy Formation, *Public Policy, *Racism, *Social Planning, *Social Problems, *Social Welfare

This report contains the National Urban League's statistics on the state of black America. The areas addressed are: the economy, employment, housing, health, education, legislation, crime, and social welfare. By any of the accepted indicators of progress—employment, housing, education, etc.—many of the gains blacks made over the past decade were either wiped out or badly eroded in 1975, and the portents for the future are not encouraging. The report is replete with facts that support the league's contention that 1975 was most destructive to black progress. In addition to the moral failures underscored, the report reveals unwholesome social policy trends. Basically, the Nation's unwillingness to face up to the seriousness of the problems that years of racism have created, and the unwillingness to deal with those problems with the intensity and commitment their solution demands is emphasized. The report concludes with a number of recommendations that the American people should seriously consider in addressing the problems that are cited. (Author/AM)

ED 128 523

UD 016 296

Language and Racism.

Council on Interracial Books for Children, Inc., New York, N.Y.

Pub Date 76

Note—25p.

Journal Cit—Interracial Books for Children Bulletin; v7 n5 p1-22 1976

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Bias, *Childrens Books, *Childrens Literature, *Cultural Differences, *Language Role, *Language Usage, *Minority Group Children, *Racism, *Sex Discrimination, *Social Environment, *Social Influences, *Social Values

The first article is a condensation of an essay and lesson plan focusing on racism in the English language. All language transmits and reinforces societal values. Through a discussion of color symbolism, politics and terminology, "loaded" words and the syndrome of "blaming the victim", this article shows how subtle—and not so subtle—racism pervades the English language. The second article addresses a recent proposal enacted by the American Library Association for aggressive action in the library profession to counteract racism and sexism. The final article reviews the work of best selling children's author, Judy Blume. Blume's books are "in" and supposedly "daring," but this article suggests that the author can be faulted in many ways such as in the lack of feminism, emphasis on competition, unquestioned sex roles, choice of middle class suburban settings, and limited treatment of ethnic and racial issues. (Author/AM)

ED 128 524

UD 016 297

Bullock, Charles S., III

School Desegregation, Inter-Racial Contact and Prejudice. Final Report.

Houston Univ., Tex.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-3-0182

Pub Date 30 Jul 76

Note—135p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Bias, *Caucasian Students, *Comparative Analysis, *Cultural Context, *Cultural Interrelationships, *Grade 8, *Grade 10, *Grade 12, *High School Students, *Individual Characteristics, *Negro Students, *Race Relations, *Racial Attitudes, *Racial Differences, *Racial Factors, *Racial Integration, *Racism, *Role Perception, *School Integration, *Social Attitudes, *Student Attitudes

Identifiers—*Georgia

Research reported here deals with 5,800 Georgia high school students' racial attitudes. Data were collected using a paper and pencil survey instrument administered to blacks and whites in 28 schools. A total of 21 independent variables

were selected through an extensive literature search and used in the analysis. These were grouped into four categories: interracial contact, background characteristics of the respondents, perceptions of the racial attitudes of reference groups, and psychological attitudes. When bivariate relationships were inspected, tolerance among whites was shown to be related to frequent interracial contact, higher status, extensive parental education, and 12 other variables. Among blacks, fewer variables were associated with racial tolerance and the relationships were weaker. These were: high educational aspirations; being older, female, and urban; having good grades, high self-esteem, and anomie; and perceiving tolerance. Among family, friends, and community, the relative importance of the correlates of racial tolerance was assessed through step-wise multiple regression. Perceptions of the attitudes of parents was generally the most important variable. (Author/AM)

ED 128 525

UD 016 299

Billingsley, Andrew

The Evolution of the Black Family.

Pub Date 76

Note—9p.

Journal Cit—Urban League News; May 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*African Culture, *African History, *Ethnic Groups, *Family (Sociological Unit), *Family Attitudes, *Family Background, *Family Characteristics, *Family Environment, *Family Role, *Family Structure, *Historical Reviews, *Minority Groups, *Negro Achievement, *Negro Culture, *Negro Education, *Negroes, *Negro Role, *Slavery, *Social History

Family life among black people in the United States has its roots in Africa. Many distinctive features of African family life were carried out in modified forms in the early African settlements in this country. The importance of the extended family, communalism, the important role of the grandmother, the collective responsibility of the care of the children and the adaptability of family structure are prominent features of Afro-American life today. Although many of the most prominent features of slavery were antithetical to the condition of viable forms of family life among the African people, black families always maintained patterns of family life even during slavery. These patterns often diverged, but not always, from the dominant patterns prevalent among the Europeans. Underscoring that the concept of family is culturally determined and culturally bound, the factors that define and condition family life are considered in relation to the black family. After the Civil War, the elements of family life, which had survived and been modified into distinct patterns in relationship to slavery, came into full fruition. The family, along with the church and the school became the three institutions most responsible for black progress. Two sources of achievement of black families after the end of slavery are the acquisition of land and the opportunity to save money through the Freedmen's Savings Bank. (Author/AM)

ED 128 526

UD 016 300

Arnez, Nancy L.

The Struggle for Equality of Educational Opportunity: A Way Out of Bondage.

Pub Date 76

Note—10p.

Journal Cit—Urban League News; May 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*American History, *Civil Rights, *Equal Education, *Ethnic Groups, *Historical Reviews, *Minority Groups, *Negro Culture, *Negro Education, *Negroes, *Negro History, *Negro Role, *Negro Students, *Racial Discrimination, *Racial Segregation, *Slavery, *Social Discrimination, *Social History

Historically, the education of some slaves established a middle class within the black population. By the beginning of the 19th century many ex-slaves were able to establish their own business enterprises, using the skills learned. This skilled group became the proponents of freedom for their people and participated in the establishment of schools for black children. Funds from various sources helped support the institutionalization of the freedmen's educational system. Common schools were first established, then high schools, and by 1868, the school system was virtually completed. As the school system stabilized, so did the methods and pro-

grams of instruction, and soon it became apparent that higher education institutions were needed in order to supply more teachers. Blacks played a large role in the establishment of free public schools through their participation in politics. As opportunities for political participation declined, black faith in formal education grew, and the school population increased. Although the move to equalize educational opportunity for black people extends from the 1880's to the fight to desegregate began in 1935 and led to the passage of the Civil Rights Act of 1964. A little more than a century ago, it was illegal to educate blacks, and today black people are still struggling to enjoy the basic right to a quality education that all other Americans enjoy. (Author/AM)

ED 128 527

95

UD 016 301

Politzer, Robert L. Hoover, Mary Rhodes

Teachers' and Pupils' Attitudes Toward Black English Speech Varieties and Black Pupils' Achievement. Research and Development Memorandum No. 145.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—SCRD-T-RDM-145

Pub Date Jun 76

Contract—NE-C-74-0049

Note—62p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Achievement Gains, *Changing Attitudes, *Elementary Education, *Ethnic Groups, *Grade 4, *Grade 5, *Grade 6, *Language Patterns, *Language Role, *Language Skills, *Language Styles, *Language Usage, *Language Variation, *Minority Group Children, *Negro Achievement, *Negro Attitudes, *Negro Dialects, *Negro Education, *Nonstandard Dialects, *Performance Factors, *Reading Achievement, *Student Attitudes, *Teacher Attitudes

The main purpose of this study is to measure the attitudes of teachers toward speech varieties used by speakers of Black English and to determine whether there is any evidence that those attitudes are linked to pupils' classroom performance in reading. Also investigating is whether exposure to information about and experience with varieties of Black English will bring about a change in the attitudes of teachers, and whether teachers tend to transmit their own attitudes to pupils. The research was conducted in grades 4-6 in three sites with a total of 456 pupils and 37 teachers. Among the main conclusions of the study are the following: (1) that teachers and pupils tend to agree in their attitudes toward black speech varieties on certain crucial attitude dimensions, such as the greater likelihood of the Standard Black English (SBE) speaker's success in school; (2) that exposure to new information appears to have no significant effect on apparently well-established attitudinal characteristics; (3) that teacher attitudes have little documentable effect on actual reading gains made by the pupil, but appear to have some relation to the grades assigned by the teachers. It is concluded that teacher attitudes do have an impact on pupils—on their achievement and perhaps most directly on their attitudes—but the nature of the impact is influenced by many factors. (Author/AM)

ED 128 528

UD 016 302

Gardner, Arthur L., Comp.

The Koreans in Hawaii. An Annotated Bibliography. Hawaii Series No. 2.

Hawaii Univ., Honolulu. Social Science Research Inst.

Pub Date 70

Note—82p.

Available from—Publications Office, Social Science Research Institute, University of Hawaii, 1914 University Avenue, No. 101, Honolulu, Hawaii 96822 (\$3.41)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Asian Americans, *Community Attitudes, *Community Characteristics, *Community Role, *Cultural Background, *Cultural Differences, *Ethnic Groups, *Immigrants, *Korean Americans, *Korean Culture, *Minority Groups, *Social Background, *Social Environment, *Social Factors

Identifiers—*Hawaii

Two hundred and twenty documents comprise this annotated bibliography concerning Koreans

in Hawaii. It includes all the materials presently available in Hawaii in either the English or the Korean language on the Korean community. Most of the materials listed relate to aspects of the life of the original immigrants and their descendants. Others are works prepared or published by Koreans in Hawaii, which, although not directly informative about the life of the Koreans there, do shed some light on the nature of the goals of the Korean community. No attempt is made to include works by Hawaiians of Korean ancestry which would shed no direct light on the community itself. Another type of publication felt to be beyond the scope of this work are the highly nationalistic, primarily anti-Japanese books pamphlets which are circulated widely among the Korean community and which influence the community tremendously. No attempt is made to classify the materials according to their degree of relevance to the Koreans in Hawaii. However, the annotations are said to indicate this information. Also included are original works about Hawaii's Koreans such as autobiographical writings, some biographies, poems, diaries, and random notes. Entries are arranged alphabetically throughout (by author, by issuing authority, or by title) regardless of the language in which the material is written. (Author/AM)

ED 128 529 UD 016 303

Abbott, Robert E. Peterson, Patricia J.
Learning Disabilities -- They're All Around You.
Pub Date May 75

Note--13p; Paper presented at the International Bilingual-Bicultural Education Conference (Chicago, Illinois, May 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors--*Bilingual Education, Bilingualism, *Bilingual Students, Bilingual Teachers, Cultural Background, Cultural Differences, Diagnostic Teaching, Educational Needs, English (Second Language), Ethnic Groups, *Exceptional Child Education, Handicapped, Learning Difficulties, *Learning Disabilities, Minority Groups, Spanish Speaking, *Special Education, Special Programs, Special Services, *Student Needs

This paper focuses on acquainting bilingual educators with one field of special education called learning disabilities. The major dimensions that are discussed are: the learning process with focus on disruptions, the considerations involved in the identification and assessment of learning disabilities, cultural and learning style differences of the bilingual (Latino) individual, treatment and prescription suggestions, and major considerations in differentially diagnosing the presence of learning disabilities within the bilingual individual. It is noted that, in order for the learning disabled individual to have the opportunity to develop potentialities to his fullest and to minimize any dysfunction of perception, cognition, etc., a carefully structured school program and a specially trained teacher are the prime requisites. Priority given in an approach to the education of the learning disabled individual should include the following four basics: (1) control of attention and misdirected activity through a structured environment; (2) building competence through adjusted task and presentation; (3) improvement of deficit functions; (4) mastering of academic skills within the individual's ability range. (Author/AM)

ED 128 530 UD 016 356

Mizell, M. Hayes
Desegregation in South Carolina.
Pub Date 11 Nov 74

Note--20p; Speech presented at the Symposium "Desegregation: Past, Present, and Future" (Charleston, South Carolina, November 11, 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors--Bias, Economically Disadvantaged, *Educational Opportunities, Federal Court Litigation, Federal Government, *Federal Programs, Government Role, Integration Litigation, *Integration Methods, *Integration Plans, Law Enforcement, Public Policy, Public Schools, *School Integration, Supreme Court Litigation

Identifiers--*South Carolina

Eight years ago, official resistance to desegregation of the public schools in South Carolina was still firm. Due to the pressure applied by the Federal Courts and the Department of Health, Education, and Welfare (HEW) Office

of Civil Rights, more desegregation began to occur gradually during the years after 1966. In January 1970, the Greenville and Darlington County schools were ordered to eliminate their dual school systems in midyear. HEW made it clear to South Carolina school officials that freedom of choice was no longer acceptable in those districts where they had clearly failed to eliminate segregation. At present there are 57 school districts which are operating under voluntary desegregation plans and 36 under Federal court order. A host of these court order districts are operating under obsolete, unlawful desegregation plans. The movement for "structural desegregation" of the schools in South Carolina is over. While the system of dual schools has been substantially eliminated, the same energy has not been devoted to eliminate the barriers which still block the road to a quality education for black and poor children. These barriers assume the form of the continuing costs of desegregation and new inequities unforeseen and unanticipated five to ten years ago. (Author/JM)

ED 128 531 UD 016 357

Family Size and the Black American.
Population Reference Bureau, Inc., Washington, D.C.

Pub Date 75

Note--33p.

Available from--Population Reference Bureau, Inc., 1754 N Street, N.W., Washington, D.C. 20036 (\$1.13)

Journal Cit--Population Bulletin; v30 n4 1975

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors--*Birth Rate, Contraception, *Family Planning, Feminism, Group Status, Minority Groups, *National Surveys, *Negro Attitudes, Negro History, Negro Leadership, Negro Organizations, Political Issues, *Population Trends, Public Opinion, Values

In the past, many family planning and population organizations have paid relatively little attention to black fears of birth control coercion and to the writings, speeches, and attitudes that have resulted. Nor have they considered the history and reasons for black sensitivity on the subject of planned family size. This bulletin puts some of these issues and concepts into context within the American scene. It explores the present spectrum of opinion among black leaders and the cultural and political backgrounds that have influenced current thought. The responses of blacks in putting family planning into practice are also outlined, together with some probable trends in family size. It is concluded that, at present, black women are more influenced in the practice of rejection of family planning methods by the practical considerations of bearing and raising children than by any abstract political and philosophical questions on either side. But, some black men may look at issues differently. A New England study indicates that black males under 30 are both more likely to concur with the genocide-conspiracy theory and be more hesitant about condoning the limitation of black family size than are older black males. (Author/JM)

ED 128 532 UD 016 358

School Desegregation: The Continuing Challenge.
Reprint Series, Number II.

Pub Date 76

Note--127p.

Available from--Harvard Educational Review, Longfellow Hall, 13 Appian Way, Cambridge, Massachusetts 02138 (Reprint No. II, \$2.75)

Document Not Available from EDRS.

Descriptors--Educational Opportunities, Federal Court Litigation, Integration Effects, *Integration Litigation, Integration Methods, Integration Plans, *Integration Studies, National Surveys, Political Issues, Problems, Public Policy, Research, *School Integration, *Social Science Research, Urban Education, *Urban to Suburban Migration

Identifiers--Coleman (James S)

This reprint is said to contain some of the most informative and clearest writing yet published on the complex subject of school desegregation. "School Desegregation: The Continuing Challenge", opens with editors' statement. "Not Just One Judge's Opinion: by Roger I. Abrams is a brief legal analysis of a court decision often cited in the literature, i.e., the Boston School decision, Morgan v. Hennigan, delivered by Judge W. Arthur Garrity of the Boston Federal District on June 21, 1974. In "School Desegregation in

Large Cities: A Critique of the Coleman White Flight Thesis", Thomas F. Pettigrew and Robert L. Green criticize the social science research most frequently employed by busing opponents to support their case and discuss the manner in which press and media reported (and failed to report), a complicated and confusing academic debate. James S. Coleman's response to their critique and the authors' reply to that response follow. In "Winson and Dovie Hudson's Dream," Marian Wright Edelman summarizes the progress of school desegregation and the debate surrounding the latter, demonstrating that many specific and procedural argument against school desegregation obscure more fundamental opposition to racial equality. (Author/JM)

ED 128 533 UD 016 359

Photiadis, John D. And Others
Migration and Occupational Adjustment of West Virginians in the City.

West Virginia Univ., Morgantown. Center for Extension and Continuing Education.

Pub Date 74

Note--39p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors--*Demography, Employment Patterns, Income, *Job Satisfaction, Living Standards, *Migrant Employment, Migrants, *Migration Patterns, Occupational Mobility, *Occupational Surveys, Rural to Urban Migration, Social Attitudes, Surveys, Unemployment, Values

Identifiers--*Appalachia, *Ohio (Cleveland)

The purposes of this paper are to (1) present a theoretical background on the reasons for the hastened exodus of rural Appalachians and (2) describe occupational patterns of Appalachians and, in particular, West Virginians in Cleveland, Ohio. The data presented were secured in 1967 by a survey of West Virginians living in the so-called Appalachian ghetto and in the suburbs of Cleveland. Among the findings of the study were: among West Virginians in Cleveland, ghetto residents were much younger than suburbanites; probably more than any other variable, technical skills differentiates the four survey groups, and particularly the three groups of migrants; returned migrants have the largest proportion of unskilled workers, ghetto, the largest proportion of semiskilled, and suburban, the largest proportion of skilled workers; there was a great turnover between the migrants' occupation before migration and his first Cleveland job; as compared to West Virginia, migrants in Cleveland from West Virginia had a lower proportion of unemployed and retired; and, Cleveland migrants, and in particular suburbanites, had considerably higher income than people from the State of West Virginia as a whole. (Author/JM)

ED 128 534 UD 016 360

Title I Makes a Difference.
Georgia State Dept. of Education, Atlanta. Div. of Compensatory Education.

Pub Date 76

Note--31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors--Change Agents, Compensatory Education, *Compensatory Education Programs, *Disadvantaged Youth, Educational Change, Educational Improvement, Educationally Disadvantaged, Educational Quality, *Federal Programs, Institutional Facilities, Instructional Improvement, Mathematics, Minority Group Children, Preschool Education, Program Content, Program Effectiveness, *Program Evaluation, Reading Achievement, *School Systems

Identifiers--*Elementary Secondary Education Act Title I, ESEA Title I, *Georgia (Atlanta)

An overview of federally funded activities for educationally deprived children in Georgia schools and institutions for fiscal year 1976 is presented in this document. The major directional change for Georgia's ESEA Title I has occurred not in dollars allotted or in numbers of children served, but in concentration of effort. Since 1973, the funds have been concentrated in reading, language arts, oral and written communication, mathematics, and preschool education. Improvements in Title I include the following: a shift from serving all students who are eligible to serving younger children, the improvement of instructional quality through the use of inservice education and teacher aides, the involvement of community and parents, and an emphasis on quality programs for a few children rather than a

smattering for many. Evaluation efforts began in 1970 when a sample was drawn from second, fourth, and sixth graders and in both Title I and non-Title I elementary schools in the State. Data analysis showed trends that many more students were in need of instructional services than were receiving them, and that students who were receiving Title I help in reading, mathematics, and English recorded gains slightly higher in those areas than non-Title I pupils in the same school; however, they remained behind in non-Title I schools. Subsequent evaluations are based on local school officials' perceptions of the programs as to the degree they are successful or unsuccessful. (Author/AM)

ED 128 535 UD 016 361

NAACP Report on Minority Testing.
National Association for the Advancement of Colored People, New York, N.Y.

Spons Agency—College Entrance Examination Board, New York, N.Y.; Educational Testing Service, Princeton, N.J.

Pub Date May 76

Note—43p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Achievement Tests, *Conference Reports, Criterion Referenced Tests, Culture Free Tests, Educationally Disadvantaged, *Educational Testing, Ethnic Groups, Intelligence Tests, Mental Tests, *Minority Group Children, Minority Groups, Norm Referenced Tests, *Student Testing, Test Bias, Test Construction, *Testing Problems, Test Interpretation, Test Reliability, Test Results, Test Selection, Test Validity

The concern with the negative impact on blacks of the national trend toward assessing aptitude achievement and intelligence almost solely through test instruction whose validity and/or administration method is often suspect is reflected in this document. It reports the conference proceedings of the National Association for the Advancement of Colored People. Designed to explore certain issues regarding how testing impacts on public policy, this conference was, however, not designed to resolve all the issues in testing. Specific objectives include the following: (1) to elicit a set of recommendations that seek to deal with the issues and problems identified; (2) to elicit a rationale for the Task Force's recommendations that give meaning to and a basis for interpreting the recommendations; (3) to elicit suggestions for ways to implement the recommendations; (4) to present a summary of all issues considered with their pros and cons. Among the issues discussed are the following: the use and misuse of tests, the psychometric integrity of tests, public policy, and a fair testing code. The common threads running through the report show an awareness that some type of assessment is needed, that tests vastly influence the economic potential of human beings, and that test developers have a responsibility to tell what tests do and do not measure. (Author/AM)

ED 128 536 UD 016 382

Kohlberg, Lawrence Davidson, Florence
The Cognitive-Developmental Approach to Inter-Ethnic Attitudes.

Pub Date 74

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bias, Changing Attitudes, *Childhood Attitudes, Child Psychology, *Cognitive Development, Discriminatory Attitudes (Social), Ethnic Stereotypes, *Learning Theories, Minority Group Children, *Moral Development, Negro Attitudes, Personality Development, *Racial Attitudes, Racism, Social Attitudes, *Theories

Identifiers—*Kohlberg (Lawrence)

Psychological research on race and ethnic stereotypes and attitudes has been carried out from two points of view—a social learning view and a psychodynamic view. Neither of these grasp essential components of young children's ethnic attitudes or prejudices, nor do they detail the major developmental factors leading to the growth of tolerance and the decline of prejudice. To explain these features of children's ethnic attitudes, a cognitive-developmental view is elaborated in this paper. This theory undertakes to explain why prejudices tend to be formed by young children in almost any cultural milieu; to explain why prejudice tends to decline with psychosocial and cognitive development in most

cultural milieus, and to explain why children or adults of a given chronological age vary in prejudice in terms of environmental factors leading to development or retardation psychosocially. Prejudice in young children is primarily the active interpretation of physical and other crude differences between races and groups to which the child is necessarily exposed. Some typical seven year old second grade interchanges are presented to illustrate how prejudice emerges from the basic characteristics of the young child's thinking about social roles and groups. The educational implications of this theory are that efforts to develop interethnic tolerance should be parts of broader efforts at moral and civic education designed to stimulate moral stage development. (Author/AM)

ED 128 537 UD 016 383

Gussett, James C.

The Use of Nonstandard English to Improve Communications in Mathematics.

Pub Date [69]

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Classroom Communication, Communication Problems, *Communication Skills, Cultural Background, Cultural Context, Instructional Materials, Language Role, Language Styles, *Mathematics Instruction, *Mathematics Materials, Minority Group Children, *Negro Dialects, Negroes, *Nonstandard Dialects, *Oral Communication, Social Background

In order to test whether ghetto children would respond to a set of instructional materials that incorporate the language, the customs, and the general background of the disadvantaged student, a six week long course of study for seventh-grade general mathematics is developed. This course of study is then used in an experiment that employs nonstandard English to improve communications in mathematics. Subjects are members of two seventh grade general mathematics classes. Sixty-two students participated in the study—35 females and 27 males. Control and experimental groups are statistically the same for intelligence quotient scores, reading scores, and pretest scores on a standardized mathematics achievement test. The experimental group uses the 30 mathematics lessons developed for the study, while the control group uses a mathematics textbook. Both the experimental and the control group receive the Metropolitan Achievement Test—Advanced Arithmetic as the posttest. After the posttest has been administered, the mean gain score for the experimental group is found to be 2.20 higher than the mean gain score of the control group. One of the major conclusions made from an analysis of the data is that a set of general mathematics problems designed specifically for the disadvantaged student can be written in nonstandard English if suitable precautions are taken. (Author/AM)

ED 128 538 UD 016 458

Byrne, Eileen M.

Planning and Educational Inequality: A Study of the Rationale of Resource-Allocation.

Pub Date 74

Note—386p.

Available from—Humanities Press Inc., Hillary House, Atlantic Highlands, New Jersey 07716 (\$15.75)

Document Not Available from EDRS.

Descriptors—Cost Effectiveness, Delivery Systems, Economic Change, Economic Climate, Economic Development, Economic Disadvantage, *Economic Factors, Economic Status, Educational Assessment, *Educational Demand, *Educational Economics, Educational Finance, *Educational Supply, *Equal Education, Financial Support, *Resource Allocations, Resources, Secondary Education

Identifiers—England (Lincoln), England (Northumberland County), England (Nottingham)

The research project documented in this book is about the allocation of educational resources for secondary education in Great Britain. It re-examines some current assumptions about the allocation of resources in educational administration and in schools. The research attempts to test how far specific or dynamic demand affects the release and the allocation of resources; and how far, conversely, constant lack or limitation of resources artificially depress demands. In practice,

the findings of the inquiry highlight on the one hand, acute inequality of educational opportunities creating a cycle of deprivation for some groups of pupils in some areas. On the other hand, evidence also emerges of dedicated work by staffs and heads in local education authorities, faced with the task of post-war educational reconstructions. The book's chapters focus on: allocation of curricular resources, organization and political background of the local education authorities, finance providing the resources, central and local controls, secondary education in Lincoln, in Nottingham, and in Northumberland (1945-65), teaching staff, the schools survey and curricular resources, and school leavers. (Author/AM)

ED 128 539 UD 016 459

McEwen, E. C. And Others

Language Proficiency in the Multi-Racial Junior School: A Comparative Study.

Pub Date 75

Note—113p.

Available from—Humanities Press Inc., Hillary House, Atlantic Highlands, New Jersey 07716 (\$8.00)

Document Not Available from EDRS.

Descriptors—Age Differences, *English, English (Second Language), Ethnic Groups, Immigrants, *Junior High Schools, Junior High School Students, *Language Proficiency, Language Skills, *Language Tests, *Minority Group Children, Secondary Education, Sex (Characteristics), Social Characteristics, Student Characteristics, Surveys, Test Construction, Test Interpretation, Test Results

Identifiers—*England, *Wales

This book documents the results of a survey to acquire information regarding the English proficiency of second generation minority group children in Britain. The aim of the survey was to do the following: to establish the level of proficiency in English of minority group pupils of junior school age who had received different educational treatments, to compare the proficiency in English of British born minority group children with that of similar born to indigenous parents, to compare the proficiency in English of both groups of children born in England with that of those born abroad of similar age and socioeconomic background, and to relate different levels of proficiency in English to characteristic features of the pupils' background and learning history. Consideration was given to the aspects of the children's home and school background in relation to their performance in English. The chapters of the book focus on: the tests (outline of the tests, development of the tests, findings arising out of test development, and interpretation) design of the survey (proposed sample and variables), administration of the survey, nature of the sample tested, treatment of the data from test, performance in relation to the main variables (age, sex, ethnic group) and performance in relation to the background variables (percentage of immigrants in school, background education, length of stay in Britain, special English teaching, preschool education, English spoken at home, and English spoken at school). (Author/AM) Jersey 07716

ED 128 540 95 UD 016 460

Massey, Grace C. Darnbusch, Sanford M.

Self-Enhancement, Self-Consistency, and Distinctiveness of Feedback in a Field Study of Academic Self-Concept: Attribution Processes in Inner-City High Schools. Technical Report No. 49.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—SCRD-TR-49

Pub Date Aug 76

Contract—NE-C-00-3-0062

Note—25p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Ability, Academic Failure, Asian Americans, *Attribution Theory, Caucasian Students, *Comparative Analysis, Disadvantaged Youth, Educational Attitudes, *Ethnic Groups, High School Students, Inner City, Low Achievers, Minority Groups, Morale, Negroes, *Psychological Characteristics, Questionnaires, Secondary Education, *Self Concept, Self Congruence, Self Esteem, Self Evaluation, Spanish Speaking

The relationship between attribution processes and academic self-concept is studied among students from four ethnic groups in inner-city high schools, and an explanation as to why low achieving minority students do not report low academic self-concepts is sought in this paper. Questionnaires eliciting self-conceptions and responses to hypothetical feedback are administered to 772 students, a five percent random sample from the eight comprehensive and academic high schools in a large city. Using a symbolic interactionist approach, internalization and externalization of feedback are studied to test hypotheses derived from assumptions about self-enhancement, self-consistency, and distinctiveness of feedback. Results indicate that self-consistency has more impact than self-enhancement on the attribution of causality for evaluations in school. Hypotheses based on a tendency toward self-enhancement are more successful in predicting attributions to ability - and internal attributions in general - than are hypotheses based on self-consistency. Academic self-concept is affected by the social context of the school. Students in low achieving minority groups or in low achievement schools are less likely to attribute low grades to lack of ability than are students in high achievement schools, for whom low grades are distinctive. These results are said to help to explain why more students from low achieving groups believe they are average in ability than would be expected on the basis of their grades. (Author/AM)

ED 128 541 UD 016 461

Levine, Irving M.

Ethnicity and American Education. Working Paper Series, Number II.

American Jewish Committee, New York, N.Y.

Inst. on Pluralism and Group Identity.

Pub Date May 71

Note—32p.

Available from—Institute on Pluralism and Group Identity, 165 East 56th Street, New York, N.Y. 10022 (\$1.25; Quantity prices on request)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*American Culture, Cultural Awareness, Cultural Background, Cultural Differences, *Cultural Pluralism, *Educational Policy, Educational Problems, Equal Education, *Ethnic Groups, Ethnic Origins, Ethnic Relations, Ethnic Status, Ethnic Studies, *Group Behavior, Group Norms, Group Relations, Minority Groups, Policy Formation, *Public Education, Public Policy, Socioeconomic Status

The ethnic factor in public education is the main focus of this paper. Among those playing leading roles in the society, there is a general tendency to underestimate the importance of ethnicity as a factor in group life, and usefulness of knowledge about ethnic groupings in America as an aid in coping with social problems, and, perhaps more vital, as a resource available for strengthening and enriching our national existence, including the educational experience. Along with down grading of ethnicity, a series of other issues is addressed: the public school's failure to live up to its expectations to serve as a means of upward mobility for the lower socioeconomic classes, the necessity of ethnic studies, the salience of ethnicity, and ethnic succession. The relative neglect of the historical and contemporary fact of the very close correlation in American life of both class and ethnicity has led to a lack of preciseness and a lack of appreciation of the relative importance of differential ethnicity. It is suggested that perhaps the single most important goal a complicated, dynamic, and diverse society must learn in order to achieve and to educate its young to strive for, is the fostering of a new pluralism. (Author/AM)

ED 128 542 UD 016 462

Levine, Irving M.

Social Policy and Multi-Ethnicity in the 1970's.

Working Paper Series, Number I.

American Jewish Committee, New York, N.Y.

Inst. on Pluralism and Group Identity.

Pub Date 75

Note—18p.

Available from—Institute on Pluralism and Group Identity, 165 East 56th Street, New York, N.Y. 10022 (\$1.00; Quantity prices on request)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Affirmative Action, *American Culture, Bilingual Education, Change Agents, Change Strategies, Cultural Awareness, Cul-

tural Background, Cultural Differences, *Cultural Pluralism, Decentralization, *Ethnic Groups, Ethnic Studies, Government Role, Minority Groups, Organizational Change, *Policy Formation, *Public Policy, Racism, Social Action, *Social Problems, World Problems

Identifiers—*Quotas

Some of the public policy problems currently facing the United States, which have been created by a reawakening to the real multiethnic character of society, are explored and developed in great detail in this paper. The analysis is confined to domestic affairs, but the significant impact of foreign affairs on ethnic group identity and intergroup relations in America is stated. A listing of central issues dealt with include the following: (1) quota and affirmative action—the most dramatic and most far-reaching in its implications; (2) ethnic studies—with the current rising demand of white ethnic groups to be included in the curriculum revision, there is real confusion among educators as to how to respond to the new surges and militancy that have arisen; (3) bilingual education—Spanish speaking groups have long perceived bilingualism as a key to their survival, and Chinese demands are currently litigating in the Supreme Court; (4) government reorganization—overlooked in the past is that there is no plan for the reorganization of municipal power which does not affect ethnic group relations quite dramatically; (5) racism—it has the most devastating consequences on intergroup relations in America; and (6) group identity—it has extensive public policy ramifications and is seen as deserving serious attention. (Author/AM)

ED 128 543 UD 016 463

Montalto, Nicholas V.

Modifying the Small Group Experience for Multi-

Cultural America. Working Paper Series,

Number 7.

American Jewish Committee, New York, N.Y.

Inst. on Pluralism and Group Identity.

Pub Date May 75

Note—13p.

Available from—Institute on Pluralism and Group Identity, 165 East 56th Street, New York, N.Y. 10022 (\$0.75; Quantity prices on request)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—American Culture, *College Students, Communication Problems, Cultural Background, Cultural Differences, Cultural Environment, Cultural Interrelationships, *Cultural Pluralism, Ethnic Grouping, *Ethnic Groups, Group Activities, Group Behavior, *Group Discussion, Group Norms, *Group Relations, Higher Education, Historical Reviews, Minority Groups, Program Descriptions, Social Sciences

Identifiers—*Minnesota, *Minnesota Project on Ethnic America

The Minnesota Project on Ethnic America inaugurated an experimental program to explore the problems of a culturally diverse college population in a small setting. The program utilized techniques borrowed from related programs and reflects recent social sciences findings on the continued impact of the ethnic factor in American society. The project's Workshop on American Pluralism established a number of innovative precedents in the contemporary movement to make American education more responsive to the cultural needs and new assertiveness of minority groups in American society. This essay sketches the scope of this undertaking and, at the same time, places the program in both its historical context and philosophic framework. This program provides a small group experience for a selected cross-section of Americans from diverse ethnic, religious, regional, and social backgrounds. Ethnicity and other collective identities are assumed to be important factors that generate differences in attitude and outlook among Americans. Consistent with this fundamental assumption, the program aims to increase the number the range of cultural differences within each workshop group. Among the topics discussed are the following: the origins and forerunner of the Minnesota program, the importance of analyzing each individual's particular communication style, and the reexamination of the rules that come to govern different cultural groups. (Author/AM)

ED 128 544 UD 016 464

Seifer, Nancy, Ed.

The New Jersey Consultation on Ethnic Factors in Education. Program Summary and Recommen-

dations. A Preliminary Guide for Action in the 50 States.

American Jewish Committee, New York, N.Y.

Inst. of Human Relations.

Spous Agency—American Jewish Committee,

Newark, N.J. Regional Office; Essex County

Superintendent of Schools, Newark, N.J.;

Newark State Coll., Union, N.J.

Pub Date 9 May 73

Note—13p.

Available from—Institute on Pluralism and Group Identity, 165 East 56th Street, New York, N.Y. 10022 (\$0.50)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Changing Attitudes, Community

Role, Conflict Resolution, Cultural Differences,

*Cultural Pluralism, Culture Conflict, Discussion

Groups, Educational Objectives, *Educa-

tional Policy, *Educational Problems, *Ethnic

Groups, *Ethnic Relations, Ethnic Studies,

Group Discussion, Group Relations, Group

Structure, Guidelines, Identification

(Psychological), Minority Groups, Models, Racial

Attitudes, School Role

Identifiers—*National Project on Ethnic Amer-

ica, *New Jersey

This consultation was structured to provide a forum for participants to grapple with issues surrounding ethnic group identity, ethnic studies, intergroup conflict, and essential new roles for schools, colleges and community groups; and to chart new courses of action for New Jersey. The document includes a brief summary of the program. The morning sessions were devoted to an exploration of issues surrounding ethnicity in education. Following the keynote address, the participants divided into 12 groups for small round table discussions where immediate concerns and problems relating to the broad agenda of ethnic factors in education were addressed. A series of questions revolving around the key areas of (1) generating attitudes in teachers and school personnel conducive to fostering racial and ethnic group understanding; (2) outlining specific educational goals and designing methods to implement the new pluralism in the curriculum and in the school environment; and, (3) recognizing the legitimate demands of diverse ethnic groups while avoiding fragmentation, were raised and later answered by a multiethnic response panel. The afternoon session was devoted to programmatic workshops in which the participants defined the issues with even greater precision and proposed recommendations to meet many of the pressing needs. The recommendations which appear in the second part of this document were given as responses to the major questions posed in each workshop. (Author/AM)

ED 128 545 UD 016 465

Robert Anthony Reed, III, et al, Plaintiffs Vs.

James A. Rhodes, et al, Defendants. Memorandum

Opinion and Order [Relating to Racial

Isolation in the Cleveland Public School

System].

District Court, Cleveland, Ohio. Northern District

of Ohio.

Pub Date 76

Note—200p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Black Community, Bus Transportation,

*Constitutional Law, *Court Cases, Court

Litigation, Courts, Cultural Isolation, Educa-

tional Policy, Integration Litigation, Minority

Groups, *Negro Education, Negroes, Public

Policy, *Public Schools, Racial Factors, *Racial

Integration, Racial Segregation, School In-

tegration, Social Isolation, Special Classes,

Teaching Assignment, Transfer Policy

Identifiers—*Ohio (Cleveland), *Racial Isolation

In reviewing statistics of the racial patterns in

the recent history of the Cleveland public school

system, as well as all of the evidence included in

the voluminous record in this case, the District

Court for the Northern District of Ohio sought an

answer to a single question of constitutional law:

to what extent, if any, were the defendants in this

case, public officials and public agencies, respon-

sible for creating or for maintaining or both the

segregated situation in the Cleveland public

schools. In interpreting the evidence in the

record, the court faced a number of recurring

questions or problems. While the evidence in this

case was voluminous, one question which it did

not answer directly was what the racial composi-

tion of any given residential area was at any

specific time. This information was crucial in assessing the intent and effect of many of the local defendants' actions. Another issue that became one of the most sharply disputed was that of the capacity of any given school. Much documentary evidence was submitted to the court concerning specific assignment decisions of the local defendants. This evidence has, purportedly for clarity's sake, been analyzed by geographical area and within such analyses, generally in chronological order. Following this detailed examination, the court addresses the general issues of relay classes, intact busing, special transfers, faculty assignment, housing, and neighborhood school policy. (Author/AM)

ED 128 546 95 UD 016 473

Gordon, Edmund W. And Others

A Comparative Study of Quality Integrated Education. Final Report.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.

Spons Agency—National Inst. of Education (D-

HEW), Washington, D.C.

Bureau No.—BR-3-1495

Pub Date Jun 76

Contract—NE-C-00-3-0156

Note—691p.

EDRS Price MF-\$1.33 HC-\$36.83 Plus Postage.

Descriptors—*Case Studies, *Comparative Analysis, Educationally Disadvantaged, *Educational Quality, Equal Education, Integration Effects, Integration Methods, *Integration Studies, Minority Groups, Negro Education, Race Relations, Racial Factors, Racial Integration, *Racial Segregation, Research Methodology, Research Problems, School Districts, *School Integration, Site Analysis, Site Selection

Identifiers—Alabama (Birmingham), Minnesota (Minneapolis), New Jersey (Ewing), North Carolina (Durham), North Carolina (Goldboro), South Carolina (Orangeburg)

The purpose of this study is to identify and document processes that are associated with effective desegregation in six school districts enumerated below; to examine the interrelationships

of these processes; and to identify commonalities among the six districts which could provide guidelines for models of effective school desegregation. The major question addressed by the study is what the major status and process variables associated with progress toward ethnic desegregation in the public schools are. The six case study districts are: Birmingham, Durham, Ewing, Goldsboro, Minneapolis, and Orangeburg. The introduction addresses the following topics: background and significance of the study, definitions, procedures, criteria for selecting school districts, site selection, preparation for site visits, and debriefing. A section on methodological considerations examines methodological problems involved in the descriptive case study approach to research in the area of desegregation. These are sampling, documentation analysis, and generalization—areas for which existing research and evaluation methods are seen as not providing answers. Summaries of the case studies for the six cities form the conclusion of the study. (Author/AM)

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the résumé section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Perception

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number ED 013 371

Abbreviations

Symbols of American Libraries; 11th Edition.
ED 127 991

Ability

Computerized Adaptive Ability Measurement.
ED 128 404

Ability Grouping

Grouping Practices. ERIC/CUE Capsule Bibliography Series, Number 1. August 1976.
ED 128 494

Ability Identification

Early Childhood Preventive Curriculum Demonstration Center, ESEA, Title III.
ED 127 503

Abstraction Levels

Second Cross-Sectional Study of Attainment of the Concepts "Equilateral Triangle," "Cutting Tool," "Noun," and "Tree" by Children Age 6 to 16 of City B. Technical Report No. 347.
ED 128 394

Second Cross-Sectional Study of Attainment of the Concepts "Equilateral Triangle," "Cutting Tool," "Noun," and "Tree" by Children Age 6 to 16 of City A. Technical Report No. 367.
ED 128 395

Academic Ability

A Descriptive Study of U.S.C.'s (University of South Carolina) Appeal to Academically Talented Students. University of South Carolina, Academic Planning Office, Research Notes, Number 31-76.
ED 127 536

Self-Enhancement, Self-Consistency, and Distinctiveness of Feedback in a Field Study of Academic Self-Concept: Attribution Processes in Inner-City High Schools. Technical Report No. 49.
ED 128 540

Academic Achievement

Application of Research to Teaching. Teacher Education Division Publication Series. Report A75-2.
ED 128 337

An Attempt to Influence Selected Portions of Student Learning.
ED 128 410

Attractiveness and Psychological Development. Teacher Education Forum; Volume 4, Number 21.
ED 128 315

Cognitive Style: Ability and Preference Components.
ED 127 544

A Comparative Study of Rural Youth in the National Regions of the USSR: General and Specific Features.
ED 128 121

A Comparison of the Effects of Multiage Grouping Versus Homogeneous Age Grouping in Primary School Classes of Reading and Mathematics Achievement.
ED 128 102

Comparison of Transfer and Native Student Progress at the University of Illinois at Urbana-Champaign, Fall, 1973 Group. Research Memorandum 76-8.
ED 128 062

The Educational Achievement of Indian Children. A Re-Examination of the Question: How Well Are Indian Children Educated?
ED 128 110

The Effects of Different Sequences of Instructional Units and Experiences Within Instructional Units on the Achievement and Attitudes of College General Biology Students.
ED 128 157

An Evaluation Model Applied to a Mathematics-Methods Program Involving Three Characteristics of Teaching Style and Their Relationship to Pupil Achievement. Teacher Education Forum; Volume 3, Number 4.
ED 128 323

An Evaluation of Achievement and Attitudes of Students and Teachers Using an Individualized Spelling Approach.
ED 127 613//

Four-Year Baccalaureate Completion Rates: A Limited Comparison of Student Success in Private and Public Four-Year Colleges and Universities.
ED 127 877

Grading by Contract.
ED 127 854

The IEA Six Subject Survey: An Empirical Study of Education in Twenty-One Countries.
ED 128 349//

Impediments to the Study of Teacher Effectiveness.
ED 128 343

Implications of Early Screening for Later Development. Final Report. July 1, 1974 - February 26, 1976.
ED 127 753

Infant and Preschool Developmental Screening and Later School Performance.
ED 127 754

Language Attitudes and the Achievement of Bilingual Pupils. Research and Development Memorandum No. 146.
ED 127 829

Legitimizing Non-Traditional College Programs (Pre-College Social Development).
ED 127 535

The National Case Study: An Empirical Comparative Study of Twenty-One Educational Systems. International Studies in Evaluation VII.
ED 127 725//

Overcoming Some Impediments to the Study of Teacher Effectiveness.
ED 128 335

Parent-Child Relationships and Effective Academic Motivation.
ED 127 542

Reflections on Research in Elementary Schools.
ED 128 341

A Report on Scholarship Grades. University of California, Berkeley. Per Cent Distribution for 1974-1975.
ED 127 884

Schooling and Achievement in American Society.
ED 128 511//

Societal Factors; An Analysis of Selected Factors of Dormitory Students and Commuting Students at Johnson and Wales College.
ED 127 869

Student-Faculty Personality Styles and Their Impact Upon Student Achievement.
ED 128 033

The Study of School Effectiveness: Michigan Cost-Effectiveness Study.
ED 127 660

A Study of the Effectiveness of a Guided Note-taking and Study Skills System upon the Level of Academic Success among Entering University of Idaho Freshmen.
ED 127 622//

Virginia Educational Needs Assessment in the Cognitive-Affective Domains, 1969 and 1975.
ED 128 437

Academic Aspiration

Changing Career Orientations of Rural Girls: Some Observations from Comparative and Longitudinal Studies.
ED 128 156

Educational Aspirations, What Matters? A Literature Review.
ED 127 497

Status Projections of Low-Income Youth in the U.S.A.: Changes Over Time and a Look to the Future.
ED 128 114

Academic Education

Academic Instruction at Community Colleges: A Program for Teacher Preparation.

- ED 128 345
- Academic Standards**
Some Concerns of a Teacher Educator for the Preparation of Future Communication Teachers. ED 127 640
- Accounting**
Have You Considered Accounting? Opportunities for Women Are Expanding. Career Options Series for Undergraduate Women. ED 127 450//
- Accreditation (Institutions)**
Illinois Policy Project: Accreditation, Certification, and Continuing Education. Task Force Reports. ED 128 346
- Acculturation**
American Indians in Small Cities: A Survey of Urban Acculturation in Two Northern Arizona Communities. Rehabilitation Monographs No. 1. ED 128 111
The Melting of the Ethnic: Education of the Immigrants, 1880-1914. Perspectives in American Education. ED 128 284
A Study of Factors Affecting Cuban Parent-Child Interaction. ED 127 525
- Achievement**
1965-1975: Achievement and Analysis of Computation Skills, Ten Years Later. ED 128 202
Attributional Biases: More Barriers to Women's Achievement. ED 127 524
Community College Students' Academic Achievement in Mathematics and Attitudinal Change as a Function of Instructional Methodology. ED 128 166
A Comparison of Boys' and Girls' Feelings of Self-Confidence in Arithmetic Computation. Mathematics Education Diagnostic and Instructional Centre (MEDIC) Report No. 3-76. ED 128 229
A Comparison of Students' Achievement in Arithmetic with Their Algorithmic Confidence. Mathematics Education Diagnostic and Instructional Centre (MEDIC) Report No. 2-75. ED 128 228
The Effect of Open Concept Education and Ability Grouping on Achievement Level Concerning the Teaching of Fifth Grade Mathematics. ED 128 197
- Achievement Need**
Development of a Student Self-Report Scale of Achievement and Affiliation Motivation. ED 128 467
- Achievement Tests**
1974 Replication and Follow-Up of a Survey of Mathematics and Reading Skills. ED 128 465
1975 Replication of a Survey of Mathematics and Reading Skills. ED 128 466
Critical Characteristics for Differentiating Among Tests of Educational Achievement. ED 128 386
NAACP Report on Minority Testing. ED 128 535
A Performance Measurement Feasibility Study: Implications for Manpower Policy. ED 128 421//
Persian Achievement Tests for Aural Comprehension, Speaking, Reading and Writing at the Intermediate Level. ED 127 778//
Persian Achievement Tests for Aural Comprehension, Speaking, Reading and Writing at the Elementary Level. ED 127 779//
Personnel Test Battery and Scoring Procedures. Memorandum No. L.S. 15. ED 128 357
Security in a Citywide Testing Program. NCME Measurement in Education, Vol. 6, No. 3, Summer 1975. ED 128 390
Special Project Examination in Integrated Science - Ordinary Level. ED 128 159//
- The Use of Data from Competency-Based Measurement: An Instructional Developer's View. ED 128 469
The Use of Rasch Logistic Scaling Procedures in the Development of Short Multi-Level Arithmetic Achievement Tests for Public School Measurement. ED 128 400
- Action Programs (Community)**
An Exploratory Study of Transition, Inc. ED 127 540
- Activism**
Political Activity and Media Use. ED 127 627
- Adams Chronicles**
An Informal Report on Collegiate Successes with "The Adams Chronicles." ED 128 030
- Adaptation Level Theory**
Cognitive Style: Ability and Preference Components. ED 127 544
- Adjustment (to Environment)**
The Vulnerable Age Phenomenon. ED 128 516//
- Adjustment Problems**
The Vulnerable Age Phenomenon. ED 128 516//
- Administration**
Florida Board of Regents Annual Report, 1974-1975. ED 127 864
Goal Oriented Resource Allocation for University Management. An Administration Paper. ED 127 888
What Every Professor Should Know About American Higher Education. ED 127 851
- Administrative Organization**
Academic Power in the United States: Comparative Historic and Structural Perspectives. Research Report No. 3. ED 127 853
Faculty Handbook, Concord College. ED 127 901
Faculty Handbook. West Virginia University. ED 127 903
Management Auditing. Evaluation of the Marine Corps Task Analysis Program. Technical Report No. 5. ED 127 420
A Team Approach to Building Level Career Education. ED 127 474
University Handbook. University of Wisconsin, Whitewater. ED 127 906
- Administrative Personnel**
Handbook for Faculty and Other Unclassified Staff. The University of Kansas. ED 127 902
A Handbook for the Preparation of Educational Personnel in Career Education. Final Project Report. ED 127 446
Needs Assessment of Administrators' Professional Development, May 1975. ED 128 371
Sources of Conflict Between Institutional Researchers and Decision Makers. ED 127 894
- Administrative Policy**
1975 Status Report on the Continuing Education Unit. Survey Summary. ED 127 424
Conflict Management As An Integral Part of Planning in the University. ED 127 886
The Faculty Promotion Process. An Empirical Analysis of the Administration of Large State Universities. ED 127 881
- Administrative Problems**
Changing Role of the Community College President in the Face of New Administrative Pressures. ED 128 032
- Administrator Attitudes**
The Massachusetts Diffusion Assistance Project Response Survey. ED 127 701
Needs Assessment of Administrators' Professional Development, May 1975. ED 128 371
The Semester System in Vancouver Schools and Its Effects on Curriculum. Research Report 75-01. ED 127 690
- Administrator Education**
The Case for Competency Based Instruction in the Preparation and Renewal of Educational Administrators. ED 127 717
Educational Administration in Israel: Impressions of a Developing Field. ED 127 687
Needs Assessment of Administrators' Professional Development, May 1975. ED 128 371
Preparatory Program at SUNY Buffalo: A Report of Experience. ED 127 686
- Administrator Evaluation**
Evaluation of Principals: A Competency-Based Methodology with Community Participation. ED 127 668
Preservice Teachers' Perceptions of Principals and Inservice Teachers' Views of a Field-Based Program and Trainees. Teacher Education Forum; Volume 4, Number 2. ED 128 297
- Administrator Guides**
Concerning the Confidentiality of Pupil School Records. A Legal Memorandum. ED 127 709
Educational Evaluation: Some Questions and Answers. ED 128 425
Instructional Programming: Issues and Innovations in School Scheduling. ED 127 667//
The School Personnel Management System. Manual 1--Tools. Manual 2--Models. Manual 3--Results. ED 127 711//
- Administrator Qualifications**
The Case for Competency Based Instruction in the Preparation and Renewal of Educational Administrators. ED 127 717
- Administrator Role**
Changing Role of the Community College President in the Face of New Administrative Pressures. ED 128 032
- Admission (School)**
Conducting Large-Scale Examinations: A Handbook. ED 128 433
- Admission Criteria**
Prediction of College Achievement Among Mexican-American Students in California. ED 128 445
- Admissions Counselors**
The Counselor's Handbook and Guide to Credit-By-Examination. [Revised Edition]. ED 128 391//
- Adolescence**
Toward Interagency Coordination; FY '75 Federal Research and Development Activities Pertaining to Adolescence. Third Annual Report. ED 127 502
- Adolescents**
Dallas Police Department Youth Services Program: Police Diversion Program. ED 127 533
- Adopted Grandparents**
From Time to Time: A Record of Young Children's Relationships with the Aged. Research Monograph No. 17. ED 128 088

Adoption (Ideas)

The Effects of "Change" on Teachers and Professors—Theory, Research, and Implications for DecisionMakers.

ED 128 338

Adult Basic Education

An Assessment of Illinois Programs in Adult Basic Education.

ED 127 477

Dissemination Models: Dynamic Ways to Get the Message Out.

ED 127 479

Easy Reading Materials for Adults Learning English: 1976-1977. Revised Edition.

ED 128 063

A Selective Bibliography of ERIC Abstracts for the Teacher of Reading, 1966-1974; VI. Adult Education.

ED 127 602

Adult Characteristics

A Conceptual Framework for Educational Alternatives at Empire State College.

ED 127 857

Adult Development

Freud, Adler, Jung: From Womb to Tomb.

ED 127 531

Releasing Playfulness in the Adult through Creative Drama.

ED 127 654//

Adult Education

1975 Status Report on the Continuing Education Unit. Survey Summary.

ED 127 424

College Perspective '75: New Thrusts, New Musts. Proceedings, Annual International Institute on the Community College (6th, Lambton College, Sarnia, Ontario, June 9-12, 1975).

ED 128 026

[Colorado Adult Needs Assessment Survey Instruments for Citizens, Employers and Agencies, 1974.]

ED 128 401

Delivering Vocational Instruction to Adult Learners.

ED 127 469

Higher/Wider/Education; a Report on Open Learning.

ED 127 933

Lifelong Education—Into the Nation's Third Century.

ED 127 478

Postsecondary Alternatives to Meet the Educational Needs of California's Adults. A Feasibility Study Prepared for the California Legislature. Final Report.

ED 127 422

Program Evaluation of HEA Title I Projects in Florida. Report No. 76-5.

ED 127 872

Results of Appalachian Education Satellite Project Needs Assessment Conferences. Technical Report No. 14.

ED 127 934

Adult Learning

Delivering Vocational Instruction to Adult Learners.

ED 127 469

Learning Patterns of Librarian Clients.

ED 128 016

Lifelong Education—Into the Nation's Third Century.

ED 127 478

Postsecondary Alternatives to Meet the Educational Needs of California's Adults. A Feasibility Study Prepared for the California Legislature. Final Report.

ED 127 422

Adult Literacy

Training Teachers in the Area of Adult Literacy: A Case Study Approach.

ED 127 950

Adult Reading Programs

A Selective Bibliography of ERIC Abstracts for the Teacher of Reading, 1966-1974; VI. Adult Education.

ED 127 602

Adult Students

Adult Learners and Traditional Students. A Comparison of Values, Attitudes, and Aspirations.

ED 127 892

A Conceptual Framework for Educational Alternatives at Empire State College.

ED 127 857

Adult Vocational Education

Delivering Vocational Instruction to Adult Learners.

ED 127 469

Advanced Placement Programs

The Counselor's Handbook and Guide to Credit-By-Examination. [Revised Edition].

ED 128 391//

Advance Organizers

The Effect of Prefatory Statements on the Listening Comprehension of Fourth and Fifth Graders.

ED 127 561

Advisory Committees

New Legal Requirements for Parent Involvement in Title I Projects.

ED 128 477

Affective Behavior

Affective Readiness Training for Teachers and Students.

ED 127 578

The Effects of Anger on Helping Behavior.

ED 127 527

How Do Teachers and Students Interact to Create the Outcomes of Education?

ED 128 336

Legitimizing Non-Traditional College Programs (Pre-College Social Development).

ED 127 535

Affective Objectives

Affective Objectives in a Medical School Course: Report of a Failure.

ED 127 849

National Council on Measurement in Education Task Force on Measurement of Affective Outcomes. Final Report.

ED 128 440

Values in Education: Notes toward a Values Philosophy. Perspectives in American Education.

ED 128 285

Affective Tests

National Council on Measurement in Education Task Force on Measurement of Affective Outcomes. Final Report.

ED 128 440

Affiliation Need

Development of a Student Self-Report Scale of Achievement and Affiliation Motivation.

ED 128 467

Affirmative Action

Affirmative Action—The State Level Scene: A Study of Positions Responsible for Affirmative Action in State Level Agencies for Community Colleges.

ED 128 034

A Directory of Resources for Affirmative Recruitment.

ED 127 723

Guide to Resources for Equal Employment Opportunity and Affirmative Action.

ED 127 722

The Integration of Females into Male-Oriented Jobs: Experiences of Certain Public Utility Companies.

ED 127 436//

Public Libraries and Affirmative Action: Exploiting the Resources of ALA.

ED 127 963

Africa

Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia. Vol. 8, No. 3, 1974.

ED 128 253

Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia. Vol. 8, No. 4, 1974.

ED 128 254

African American Studies

African Oral Literature in the Secondary School Curriculum.

ED 128 281

Black American Rhetoric; A Selected Bibliography.

ED 127 651

African Culture

Black American Rhetoric; A Selected Bibliography.

ED 127 651

The Evolution of the Black Family.

ED 128 525

Age

Developmental Scale of Self-Regard for Preschool Children.

ED 128 454//

Social Interaction, Age, and Ethnicity: An Examination of the "Double Jeopardy" Hypothesis.

ED 127 548

Age Differences

Effects of Episodic Crowding: A Developmental Perspective.

ED 128 239

Variations Among Individual Preschool Children in the Development of Self-Concept.

ED 128 450//

Age Groups

The Vulnerable Age Phenomenon.

ED 128 516//

Agencies

Determination of the Administrative and Functional Characteristics of a National Microform Agency. Final Report.

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CE007609	ED127445	CG010720	ED127503	CS002876	ED127561
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CE007628	ED127451//	CG010733	ED127509	CS002882	ED127567
CE007629	ED127452//	CG010734	ED127510	CS002883	ED127568
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CE007635	ED127455//	CG010740	ED127513	CS002886	ED127571
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CE007642	ED127460	CG010745	ED127518	CS002891	ED127576
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CE007657	ED127463	CG010749	ED127521	CS002894	ED127579
CE007659	ED127464	CG010750	ED127522	CS002895	ED127580
CE007660	ED127465	CG010751	ED127523	CS002896	ED127581//
CE007661	ED127466	CG010752	ED127524	CS002898	ED127582//
CE007662	ED127467	CG010753	ED127525	CS002899	ED127583
CE007672	ED127468//	CG010754	ED127526	CS002900	ED127584
CE007703	ED127469	CG010755	ED127527	CS002901	ED127585
CE007718	ED127470	CG010756	ED127528	CS002902	ED127586
CE007728	ED127471	CG010757	ED127529	CS002903	ED127587//
CE007729	ED127472	CG010758	ED127530	CS002904	ED127588//

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CS002906	ED127590//	EA008602	ED127687	FL007783	ED127783
CS002907	ED127591//	EA008603	ED127688	FL007792	ED127784
CS002908	ED127592//	EA008605	ED127689	FL007796	ED127785
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CS202880	ED127614	EA008629	ED127711//	FL007949	ED127807
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CS202888	ED127621//	EA008636	ED127718	FL007963	ED127814
CS202889	ED127622//	EA008637	ED127719	FL007964	ED127815
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CS202900	ED127632//	EA008650	ED127729	FL007980	ED127825
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CS202904	ED127634	EA008665	ED127731	FL007982	ED127827
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CS202922	ED127636//	EC090730	ED127732	FL007995	ED127829
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		IR003975	ED128004	PS008807	ED128100
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NEW THESAURUS TERMS

The following terms have been added to the ERIC System since the publication of the sixth edition of the *Thesaurus of ERIC Descriptors* (Fall 1975):

DESCRIPTORS

ADVENTITIOUSLY HANDICAPPED

Sep 1975

SN Handicapped as a result of illness or injury during the developmental or adult periods.

AFFIRMATIVE ACTION

Nov 1975

SN Positive action taken to overcome underrepresentation of women and minority groups in employment (including career advancement programs) and in the makeup of post-secondary student bodies, as compared to the composition of the area population.

ALASKA NATIVES

Mar 1976

SN Peoples indigenous to Alaska (Alaska's American Indians, Aleuts, and Eskimos).

ATHAPASCAN LANGUAGES

Sep 1975

UF Athabascan Languages

ATTRIBUTION THEORY

Oct 1976

SN Theory focusing on specific behavior as caused by the subject's attributions to the perceived causes of such behavior.

UF Causal Attributions

AUTEURISM

May 1976

SN The consideration of films as embodiments of the personalities of film directors.

Bicultural Training

USE CROSS CULTURAL TRAINING

Birth Defects

USE ANOMALIES

CAREER EXPLORATION

Sep 1975

SN Investigating occupational interest areas often through real or simulated job experience—frequently refers to the second phase of career education appropriate for grades 6 through 10.

Cinema

USE FILMS

COGNITIVE STYLE

Oct 1976

SN Information processing habits which represent the learner's typical modes of perceiving, thinking, remembering, and problem solving.

UF Learning Style

COMMUNICATIVE COMPETENCE (Languages)

Jul 1976

SN The ability to converse or correspond with a native speaker of the target language in a real-life situation, with emphasis on communication of ideas rather than on correctness of language form.

Competencies

USE SKILLS

CONGENITALLY HANDICAPPED

Sep 1975

SN Handicapped at birth.

CONSUMER PROTECTION

Dec 1975

SN Methods or processes intended to prevent the sale of unsafe or deceptively presented goods or services, or to assist the consumer to make informed decisions regarding purchase of goods or services.

CONTINUING EDUCATION UNITS

Feb 1976

SN Uniform units of measurement reflecting participation (one unit equals ten contact hours) in organized continuing (noncredit) education programs under responsible sponsorship, capable direction, and qualified instruction—designed to provide a national standard for recognition of adult participation in post-degree and non-degree education programs.

UF CEU

Continuing Professional Education

USE PROFESSIONAL CONTINUING EDUCATION

DELAY OF GRATIFICATION

Oct 1976

SN The self-imposed delay of reinforcement or voluntary deferment of reward.

DEVELOPMENTAL STAGES

Oct 1976

SN Natural or common divisions of the human developmental process, characterized by types of behavior (as in the oral stage), by biological properties or manifestations (as in the embryonic stage), or by mental processes (as in Piaget's "Concrete Operations" stage).

UF Stages of Development
Stage Theory

DISCOGRAPHIES

Feb 1976

SN Organized lists of phonograph records.
UF Phonograph Record Lists

DIVORCE

Feb 1976

SN The legal dissolution of a marriage.

DOCTOR OF ARTS DEGREES

Mar 1976

SN Degrees emphasizing broad subject-matter competence and teaching skills and designed for students entering careers as college teachers.

DOMINICANS

Sep 1975

SN Citizens of, or those who identify themselves as bearers of the culture of, the Dominican Republic.

EDUCATIONAL GERONTOLOGY

Jul 1976

SN Study and practice of educational endeavors for and about the aged and aging, and preparation of persons to work with these groups.

ENLISTED PERSONNEL

May 1976

(Replaces old term ENLISTED MEN.)

Enlisted Women

USE ENLISTED PERSONNEL

Equity (Impartiality)

USE JUSTICE

ESKIMO ALEUT LANGUAGES

Sep 1975

UF Aleut

Exemplary Programs

USE DEMONSTRATION PROGRAMS

Exemplary Projects

USE DEMONSTRATION PROJECTS

EXPERIMENTER CHARACTERISTICS

May 1976

SN Distinguishing traits or qualities of an experimenter which may influence experimental results.

FACULTY WORKLOAD

Oct 1976

SN The sum of all activities which take the time of the teacher or other faculty member and which are related either directly or indirectly to professional duties, responsibilities, and interests (Note: Prior to Oct 1976, the instruction "Faculty Load, use Teaching Load" was carried in the Thesaurus).

FIELD HOCKEY

Dec 1975

FILM CRITICISM May 1976
SN Act and art of analyzing and judging the quality of films.

FILMOGRAPHIES May 1976
SN Lists of films, sometimes including other media and/or commentary.
UF Film Lists

Folklore
USE FOLK CULTURE

FOOTBALL Dec 1975

GERONTOLOGY Jul 1976
SN Scientific study of aging and problems of the aged.

GRADUATE MEDICAL EDUCATION Jul 1976
SN Medical education beyond the undergraduate medical school and the attainment of the professional degree, leading to eligibility for certification in a specialty.
UF Internships (Medical)
Residency Programs (Medical)

GRADUATE MEDICAL STUDENTS Jul 1976
SN Graduates of medical schools with professional degrees preparing for certification as specialists.
UF Fellows (Medical)
Interns (Medical)
Physicians in Training
Residents (Medical)

HAWAIIANS Mar 1976
SN Asian Americans of Polynesian or part-Polynesian ancestry indigenous to the Hawaiian Islands.

HEAT RECOVERY Oct 1976
SN Transfer of excess heat generated by people, lighting, equipment, and other sources into either heating or cooling systems as required.

HYPERTENSION Nov 1975
UF High Blood Pressure

ILLEGAL IMMIGRANTS Mar 1976
SN Aliens who are illegally resident in a foreign country, having overstayed their authorized period of stay or having entered that country by unlawful or unauthorized means.
UF Alien Illegality
Illegal Aliens
Immigrant Illegality

INCOME CONTINGENT LOANS Jul 1976
SN Loans for which repayment is based on a percentage of future annual income.

UF Deferred Tuition
Tuition Postponement

INDOCHINESE Mar 1976
UF Cambodian Americans
Laotian Americans
Vietnamese Americans

Information Processes (Psychological)
USE COGNITIVE PROCESSES

INSTITUTIONALIZED PERSONS May 1976
(Replaces old term INSTITUTIONALIZED (PERSONS).)

INSTRUCTIONAL STUDENT COSTS Dec 1975
SN Costs incurred by students for formal instruction—includes tuition, laboratory fees, and other fees paid by students specifically for instructional purposes.

INTERNATIONAL EDUCATIONAL EXCHANGE Jul 1976
SN Exchange among nations of instructional materials, techniques, students, teachers, and technicians for purposes of sharing knowledge and furthering international understanding.

INTERNATIONAL RELATIONS Jul 1976
(Replaces old term FOREIGN RELATIONS.)
SN Relations among political units of national rank—also, a field of study (often considered as a branch of political science) dealing primarily with foreign policies, the organization and function of governmental agencies concerned with foreign policy, and the factors (as geography and economics) underlying foreign policy.

INTERNATIONAL STUDIES Jul 1976
SN Multidisciplinary field of inquiry concerned with analyzing social phenomena that occur within, between, and transcending nationally organized politics—commonly identified subfields are "international politics," "foreign policy," "international law," "international organization," "international economics," and "comparative area studies."

JOB ENRICHMENT Feb 1976
SN Reshaping of work and work flow to produce more meaningful job content.
UF Work Enrichment

LABELING (OF PERSONS) Sep 1975
SN Designating a special, complex attribute (handicap, disadvantage, etc.) of an individual or group by a simplistic word or phrase (label), which may intentionally

or inadvertently connote status and, perhaps, stigma.

LANGUAGE ATTITUDES Mar 1976
SN Reactions, beliefs, or values about language and language use.

LANGUAGE OF INSTRUCTION Mar 1976
SN Language in which curriculum subjects are presented.
UF Instructional Language
Medium of Instruction (Language)
Teaching Language

LEARNING MODULES Oct 1976
SN Packets of teaching materials, each consisting of behavioral objectives, a rationale for the behavior, a sequence of learning activities, and provisions for evaluation, with provisions for remediation generally included.
UF Learning Kits
Learning Packages
Modular Learning

LIBRARY ADMINISTRATION Sep 1975
UF Library Management

LIFE CYCLE COSTING Oct 1976
SN Calculation of initial facility or equipment costs, plus operation and maintenance expenses (including energy and replacement costs) for life expectancy of the facility or equipment.
UF Life Costs (Facilities and Equipment)

LIFETIME SPORTS Dec 1975
SN Sports where participation can be carried on throughout one's lifetime—generally includes (but is not necessarily limited to) a variety of individual and dual sports for which facilities are widely available, and body contact is limited or unnecessary.

LINGUISTIC BORROWING Oct 1976
SN Process whereby one language absorbs words and expressions, and possibly sounds and grammatical forms, from another language and adapts them to its own use.
UF Loan Words
Phonological Borrowing
Syntactic Borrowing
Word Borrowing

Mainstreaming
USE REGULAR CLASS PLACEMENT

Multicultural Training
USE CROSS CULTURAL TRAINING

Multiethnic Training
USE CROSS CULTURAL TRAINING

NEEDS ASSESSMENT Feb 1976 SN Evaluative process of determining needs and deciding on priorities among them.	PORTUGUESE AMERICANS Mar 1976	SOCCER Dec 1975
Nonbook Materials USE AUDIOVISUAL AIDS	PRETEND PLAY May 1976 SN A form of play behavior characterized by activities involving familiar and well-practiced behaviors detached from their customary context. UF Fantasy Play Make Believe Play	SOCIAL INDICATORS Oct 1976 SN Output-oriented measures of individuals and groups that reflect quality of life.
NONINSTRUCTIONAL STUDENT COSTS Dec 1975 SN Costs met by students that are not instructional costs (tuition, etc.) but are necessary in the pursuit of an education—includes room and board, transportation expenses, book costs, personal expenses, forgone income, etc.	PROSOCIAL BEHAVIOR May 1976 SN Socially valued or positive social actions which are generally supportive of others within the existing social system.	SOCIAL SCIENCE RESEARCH Sep 1975 SN Basic, applied, and developmental research conducted to advance knowledge in the social sciences.
Nonprint Materials USE AUDIOVISUAL AIDS	Prosodic Features (Speech) USE SUPRASEGMENTALS	SOFTBALL Dec 1975
Nonprint Media USE AUDIOVISUAL AIDS	Prosody (Literary) USE VERSIFICATION	STRESS (PHONOLOGY) Mar 1976
ORAL HISTORY Feb 1976 SN History via recordings and transcripts of speech.	RAPE Sep 1975 UF Statutory Rape	STUDENT EVALUATION OF TEACHER PERFORMANCE May 1976 SN Student involvement in judging, rating, or assessing the quality of teacher performance or competence.
ORNAMENTAL HORTICULTURE OCCUPATIONS May 1976 (Replaces old term ORNAMENTAL HORTICULTURE OCCUPATION.)	Readings (Collections) USE ANTHOLOGIES	STUDENT FINANCIAL AID Mar 1976 UF Student Aid
PARAPROFESSIONAL PERSONNEL Feb 1976 SN Persons engaged to work with professionals in secondary or supplementary capacities.	Resegregated Schools USE SCHOOL SEGREGATION	STUDENT RECRUITMENT Feb 1976 SN Activity designed to encourage students or potential students to enroll in a particular program, course, or class, or at a particular institution.
PERINATAL INFLUENCES Sep 1975 SN Factors occurring at the time of birth and affecting the physical or mental development of an individual.	RURAL TO URBAN MIGRATION Oct 1976 (Replaces old term URBAN IMMIGRATION.) SN Population movement from rural areas to urban areas for purpose of relocation.	TRACK AND FIELD Dec 1975
Plays (Theatrical) USE DRAMA	SAMOAN AMERICANS Mar 1976 SN Asian Americans of Polynesian or part-Polynesian ancestry indigenous to the Samoan Islands. UF American Samoans	URBAN TO RURAL MIGRATION Oct 1976 SN Population movement from urban areas to rural areas for purpose of relocation.
Population Movements USE MIGRATION	School Employees USE SCHOOL PERSONNEL	URBAN TO SUBURBAN MIGRATION Oct 1976 SN Population movement from urban areas to suburban areas for purpose of relocation
Population Shifts USE MIGRATION	School Resegregation USE SCHOOL SEGREGATION	VOLLEYBALL Dec 1975
	Schools Within a School Plan USE HOUSE PLAN	WELSH Sep 1975 SN The Celtic language of Wales.
		WIDOWED Nov 1975 SN Widows and widowers.

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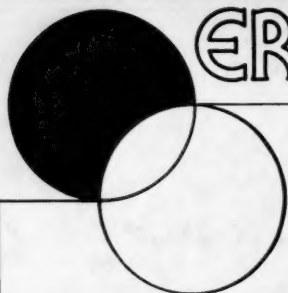
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3.1.1. *Conductivity* - The conductivity of a solution is a measure of its ability to conduct electricity. It is defined as the reciprocal of resistance. The unit of conductivity is $\text{ohm}^{-1}\text{cm}^{-1}$. The conductivity of a solution depends on the concentration of the electrolyte, the nature of the electrolyte, and the temperature of the solution. The conductivity of a solution increases with increasing concentration of the electrolyte, with increasing temperature, and with increasing dissociation of the electrolyte.

3.1.2. *Resistance* - The resistance of a solution is a measure of its opposition to the flow of electricity. It is defined as the ratio of the potential difference across the solution to the current flowing through it. The unit of resistance is ohm (Ω).

3.2. *Electrolysis*

3.2.1. *Electrolysis* - Electrolysis is the process of decomposition of an electrolyte into its constituent ions by the passage of an electric current through the electrolyte. The electrolyte is placed in a container called an electrolytic cell. Two electrodes, called the anode and the cathode, are immersed in the electrolyte. The anode is connected to the positive terminal of a DC power source, and the cathode is connected to the negative terminal. When the circuit is closed, an electric current flows from the anode to the cathode, and the electrolyte is decomposed into its constituent ions.

3.2.2. *Electrolytic Cell* - An electrolytic cell is a device used for the electrolysis of an electrolyte. It consists of an electrolyte contained in a container, with two electrodes (anode and cathode) immersed in it. The anode is connected to the positive terminal of a DC power source, and the cathode is connected to the negative terminal.

3.2.3. *Electrolysis of Water* - The electrolysis of water is a process in which water is decomposed into hydrogen and oxygen gases by the passage of an electric current through the water. The electrolyte used is usually a dilute solution of a strong electrolyte, such as sodium sulfate or sulfuric acid.

3.2.4. *Electrolysis of Molten Sodium Chloride* - The electrolysis of molten sodium chloride is a process in which molten sodium chloride is decomposed into sodium metal and chlorine gas by the passage of an electric current through the molten salt. The electrolyte used is molten sodium chloride.

3.2.5. *Electrolysis of Aqueous Sodium Chloride* - The electrolysis of aqueous sodium chloride is a process in which an aqueous solution of sodium chloride is decomposed into hydrogen gas, chlorine gas, and sodium hydroxide by the passage of an electric current through the solution. The electrolyte used is an aqueous solution of sodium chloride.

3.2.6. *Electrolysis of Aqueous Copper Sulfate* - The electrolysis of aqueous copper sulfate is a process in which an aqueous solution of copper sulfate is decomposed into copper metal and sulfuric acid by the passage of an electric current through the solution. The electrolyte used is an aqueous solution of copper sulfate.

3.2.7. *Electrolysis of Aqueous Silver Nitrate* - The electrolysis of aqueous silver nitrate is a process in which an aqueous solution of silver nitrate is decomposed into silver metal and nitric acid by the passage of an electric current through the solution. The electrolyte used is an aqueous solution of silver nitrate.



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